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VOL. VII, No. 1

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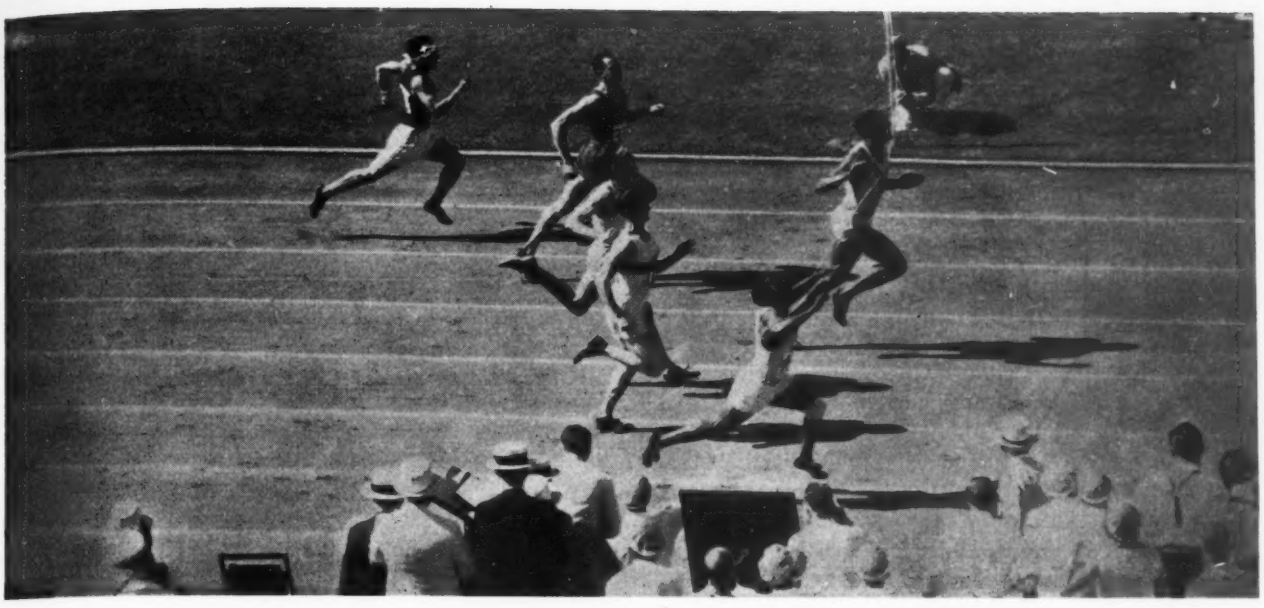


Famous finish of the 100-meter race in the 1932 Olympics at Los Angeles with Ralph Metcalfe and Eddie Tolan breasting the tape together.

Race and Runners

By

W. MONTAGUE COBB, M.D., Ph.D.

Associate Professor of Anatomy, Howard University
Fellow in Anatomy, Western Reserve University

Introduction

AS THE physical anthropologist scans the fascinating panorama of contests in simultaneous progress at a great track meet like the Penn Relay Carnival, he becomes aware of an association between certain types of bodily build and special events. Conspicuous contrasts are the large, heavily muscled, occasionally paunchy athletes who put the shot and throw the hammer farthest, and the tall, lean young men who jump highest. The leading high hurdlers are tall and the stellar distance men of medium to slender build. In the other running and field events distinctive types of bodily build are less apparent. Almost every variety of human form and style of performance competes successfully in the relay races which endlessly circle the track.

Since athletic accomplishment is jointly dependent upon physical constitution, technique, and the will to achieve, it is obvious that in a few specialized events a particular bodily build may confer advantages which cannot be overbalanced by any amount of training and determination on the part of the less gifted. In the shot put, great bodily weight is an advantage, increasing the impetus imparted to the shot; in the high jump it is a handicap, adding to the load which the muscles must lift from the ground. Similarly, it can be shown that tallness is of advantage to both weight man and high jumper.

Among the sprinters and broad jumpers a diversity of physical types is seen. It is apparent that here determination of the influence of bodily build on performance will be more difficult.

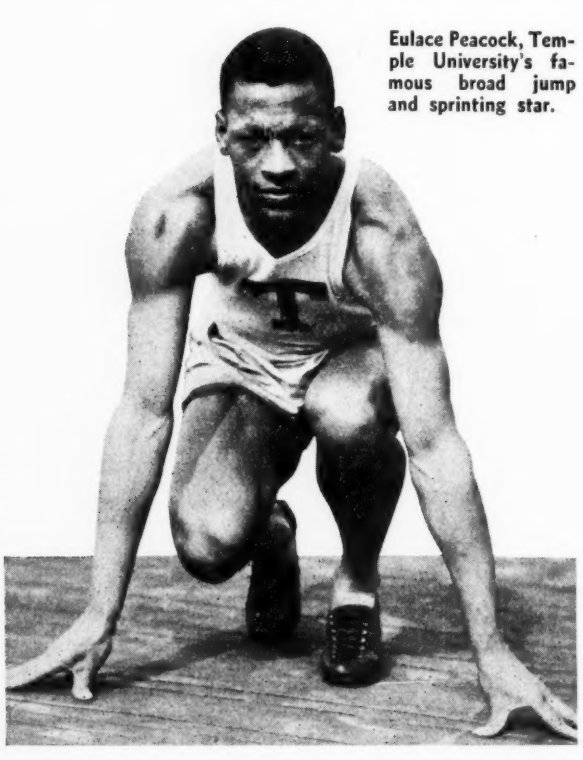
As the anthropologist surveys the striving field in the stadium, he sees nothing to suggest an association between race and competition in any particular event. He notices Negro youths in nearly every phase of competition. Their bodily build varies like that of other athletes. The weight men are big fellows, while those topping the bar are more sparely built. However, a number of recent comments in the press upon the current success of American Negro sprinters and broad jumpers have either directly ascribed this success to a longer heel bone or stronger tendon of Achilles than those of their white competitors, or implied that in some way it has been due to racial characteristics. The wide circulation which these suggestions have received warrants a careful appraisal of the facts.

Sprinters and Broad Jumpers

In the 1932 Olympics two American Negroes, Eddie Tolan and Ralph Metcalfe, carried off top places in both the 100- and 200-meter dashes, Tolan setting new Olympic records in each event; and another Negro, Ed Gordon, won the broad jump. Since the tenth Olympiad,

Negroes have continued to dominate the national field in the sprints and broad jump in the persons of Metcalfe, Jesse Owens, Eulace Peacock, and Ben Johnson.

In 1932, 1933, and 1934, Metcalfe won national A.A.U. championships in both the 100- and 200-meter sprints. In 1935 he won the 200-meter event. With Tolan and Percy Williams of Canada, he is co-holder of the world's record of 10.3 seconds for the 100 meters, and co-holder with Roland Locke of Nebraska of the world's record for the 200 meters, 20.6 seconds. He also holds numerous records at intermediate distances. Jesse Owens, like Metcalfe a consistent performer, won the national A.A.U. broad-jump championship in 1933 and 1934. He has made and equalled various intermediate sprint records. In one afternoon at Ann Arbor, Michigan, in May, 1935, he performed the greatest track feats ever wrought by a single man, breaking three world's records and equalling a fourth. He leaped 26 feet 8¼ inches in the broad jump, ran the 220-yard dash in 20.3 seconds, and won the 220-yard low hurdles in 22.6 seconds for new records, besides equalling the world mark of Frank Wykoff of 9.4 seconds for the 100-yard dash. Eulace Peacock was national A.A.U. pentathlon champion in 1933 and 1934. In the 1935 A.A.U. championships he defeated Metcalfe and Owens in the 100 meters to equal the world's record (disallowed because of slight wind), and in the same meet surpassed Owen's remarkable jump of 26 feet 2½ inches with a leap of 26 feet 3 inches to win the broad jump crown. Ben Johnson has had the misfortune to race Metcalfe at peak and twice to suffer injuries when his own condition was very promising. He has beaten Owens, however, to tie the latter's world record for 60 meters and has done the hundred in 9.6 seconds. In the 1935 I.C.A.A.A.A. championships at Cambridge, Massachusetts, he was two and a half yards from the finish of the 100-yard final and leading the field when he pulled a tendon. Only a sophomore at Columbia, his day still may come.



Eulace Peacock, Temple University's famous broad jump and sprinting star.

Wide attention has thus come to be focussed on the fact that in the past champion sprinters and broad jumpers have often been Negroes. The first was Howard P. Drew who became national A.A.U. champion at 100 yards in 1912 and 1913 while at Springfield (Mass.) High School. In 1913 he also won the 220-yard title. In 1914 Drew went to the University of Southern California where he became co-holder with Arthur Duffey of Georgetown of the world's record of 9.6 seconds for the 100-yard dash, a mark which stood for many years. Drew also equalled the world's record for the 220-yard sprint when that was 21.2 seconds. His action photographs are displayed today as models of perfect form.

After Drew the A.A.U. list of national track champions shows no Negroes' names among the sprinters until that of Tolan in 1929. For six of the last seven years, however, three Negroes, Tolan, Metcalfe, and Peacock, between them have won both sprints.

The story of the list of broad jump champions is startling. Only three times in the last sixteen years have white men been able to win the national broad jump title. No white man has leaped as far as 26 feet but six white men, Ed Hamm, Bob LeGendre, J. Hill, Lemoine Boyle, Dick Barber, and Al Olson, have officially bettered 25 feet.

In 1920 a parade of six Negro champions began with Sol Butler, Dubuque sprinter and member of the United States Olympic team. He won the national event in that year with a jump of 24 feet 8 inches. Ned Gourdin won the next year. He was then the world-record holder by virtue of a leap of 25 feet 3 inches, which was Harvard's greeting to English invaders the previous spring. Gourdin was the first man known to have jumped 25 feet. He was also national pentathlon champion in 1921 and 1922. Continuing after Gourdin, DeHart Hubbard of Michigan held the national broad-jump title for six consecutive years. In turn the world-record holder, Hubbard set a mark of 25 feet 10⅞ inches with his last jump in collegiate competition. In 1928 white Eddie Hamm's 25 feet 11⅛ inches set a new world's record. Then came the fourth Negro, Ed Gordon of Iowa, who took first place in 1929 and 1932. Al Bates won in both the intervening years with leaps of less than twenty-five feet. He has been the only white man except Hamm to win this event in the last sixteen years. In 1933 and 1934 the winner was Owens, and in 1935, Peacock.

Two months after Hamm broke Hubbard's world mark, Silvio Cator, a Haitian Negro, restored Negro supremacy by jumping 26 feet ⅛ inches. This was the first accredited entry in the 26-foot bracket. In 1928 Hubbard had jumped 26 feet 2 inches, but the take-off was one inch above the level of the landing pit and the record could not be accepted. Chuhei Nambu, the Japanese, jumped 26 feet 2⅛ inches at Tokyo in 1931 and this record stood until Owens' wonder feat last May.

There have been numerous other stellar Negro per-

formers in the sprints and broad jump like Willis Ward of Michigan and Everett Utterbach of Pittsburgh who never won national or Olympic titles. Particularly noteworthy in this group is James Johnson of Illinois State Normal, who earned a place on the American sprint team for the 1932 Olympics, but for some reason, never clear, was not allowed to run. In 1933 James Johnson set new records in the 100- and 200-meter races of 10.4 and 21.6 seconds respectively, in the junior outdoor A.A.U. championships.

Other Performers

Negro champions have been less frequent among middle-distance runners and field performers, yet in these events the Negro has not failed to produce exceptional men. R. Earle Johnson of the Edgar Thompson Steel Works was national five-mile champion in 1921, 1922, and 1923 and represented this country on the 1920 and 1924 Olympic teams. Gus Moore of St. Bonaventure won fame as a miler. Though never a champion, he several times bettered 4:20. Phil Edwards won the intercollegiate half-mile championship while at New York University and was national champion in 1929. He represented Canada in the 1928 and 1932 Olympics. At the gruelling quarter-mile distance Binga Dismond of Chicago equalled Meredith's world record of 47.4 seconds which withstood all assaults until erased by the great Ben Eastman. Cecil Cooke of Syracuse was intercollegiate champion in this event in 1923 and national champion in 1925. For the past two years the intercollegiate crown has been worn by Jimmy LuValle of the University of California at Los Angeles.

In the high jump Charley Major of St. Bonaventure used to clear 6 feet 4 inches frequently in the early twenties. Owens' present team-mate at Ohio State, Melvin Walker, has cleared the bar at 6 feet 5 inches, and leaps of Temple's Al Threadgill have taken him 6 feet 7 inches into the air. For four consecutive years Cornelius Johnson of Compton Junior College has won or tied for first in the national high-jump competition. In 1932 he tied with Bob Van Osdel and George Spitz at 6 feet 6⅝ inches; in 1933 he won with 6 feet 7 inches; in 1934 he tied with Walter Marty, the world's record holder, at 6 feet 8⅝ inches; and in 1935 he won easily with 6 feet 6 inches. Last May, Leo Williams, a colored Muncie High boy, broke the Indiana interscholastic record with a jump of 6 feet 4½ inches, while in the same meet another Negro lad, Walter Farmer, set a new prep mark in the pole vault of 12 feet 10 inches.

Willis Ward, Charles Drew, and George Beatty have been hurdlers of note. A misfortune snatched from Beatty a place on the 1932 Olympic team. Owens' world's record in the 220-yard low hurdles must be held a tribute to his speed as he is not a finished hurdler and does not intend to specialize in the event.

There is thus no running event and few field events to which Negroes have not contributed some outstanding performer and there is no indication of ineptitude in any event in which no champion has yet appeared. It is to be noted, however, that the sprint and broad jump champions have appeared in a rapid succession, culminating in the present group of contemporaneous performers. For this reason they have been especially conspicuous in the public eye. It is this prominence which has probably stimulated the notion that these stars might owe their success to some physical attributes peculiar to their race.

The Old, Old Story

This sort of suggestion is by no means new. In the days when peerless Paavo Nurmi daily fired every youngster's imagination with new world's records broken in Olympic competition, in the months afterward when more records fell during the memorable duels of Nurmi and his doughty Finnish team-mate, Willie Ritola, while the two toured America, there were reams written on why the Finns seemed to have a permanent corner on supremacy in the distance runs. The historians extolled the conquests of the mighty Hans Kolehmainen in 1913. Geographers showed how Finland's rugged climate bred endurance such that the rest of the world might as well turn in its spikes. Moralizing editors completely effervesced on the subject. But still the ancient records (1904) of England's immortal Al Shrubb for the 6-, 7-, 8-, and 9-mile runs are the world's best. Along have come Kansas' Cunningham, Princeton's Bonthron, and New Zealand's Lovelock to run the mile with "impossible" speed. Who can say whence the next athletic "trust busters" will come, or what records they will attack?

But let us look in other fields. There have been those who felt that continued European victories over Americans in the weight-lifting contests, despite the intensive advertising campaigns of American vendors of bar-bells and other muscle-building and allegedly masculinizing agents, indicated superior inherent European capacity in this line of endeavor. There are people who ask if the

Howard P. Drew, University of Southern California, one of the first of the famous Negro sprinters to achieve championship records.

Negroes have continued to dominate the national field in the sprints and broad jump in the persons of Metcalfe, Jesse Owens, Eulace Peacock, and Ben Johnson.

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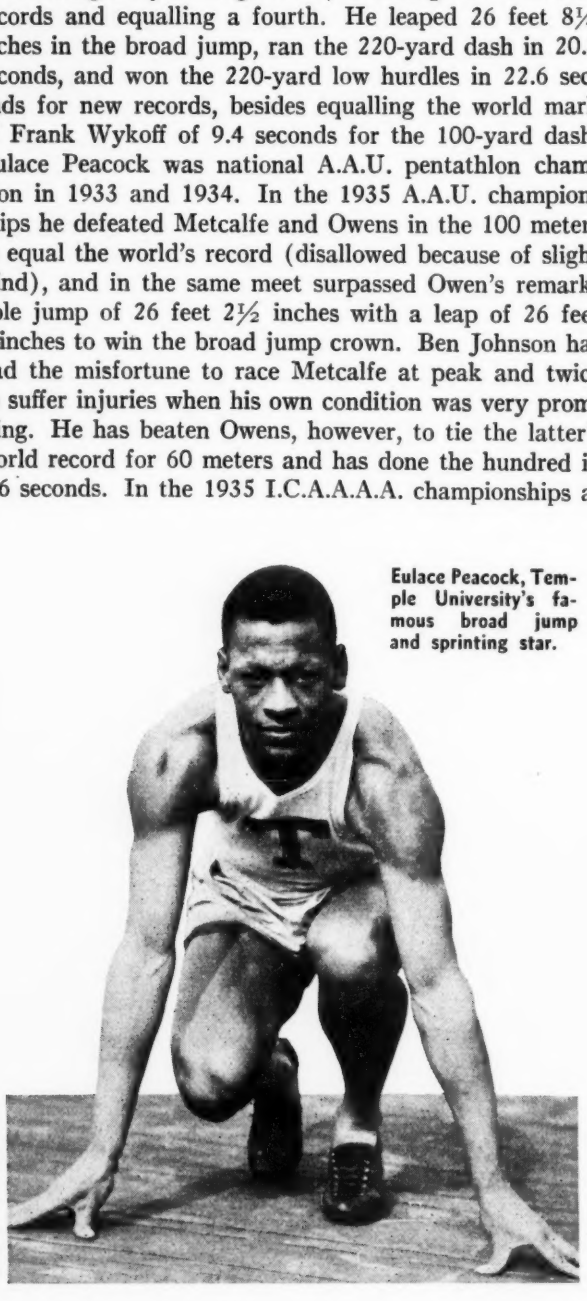


Eulace Peacock, Temple University's famous broad jump and sprinting star.

Wide attention has thus come to be focussed on the fact that in the past champion sprinters and broad jumpers have often been Negroes. The first was Howard P. Drew who became national A.A.U. champion at 100 yards in 1912 and 1913 while at Springfield (Mass.) High School. In 1913 he also won the 220-yard title. In 1914 Drew went to the University of Southern California where he became co-holder with Arthur Duffey of Georgetown of the world's record of 9.6 seconds for the 100-yard dash, a mark which stood for many years. Drew also equalled the world's record for the 220-yard sprint when that was 21.2 seconds. His action photographs are displayed today as models of perfect form.

After Drew the A.A.U. list of national track champions shows no Negroes' names among the sprinters until that of Tolan in 1929. For six of the last seven years, however, three Negroes, Tolan, Metcalfe, and Peacock, between them have won both sprints.

The story of the list of broad jump champions is startling. Only three times in the last sixteen years have white men been able to win the national broad jump title. No white man has leaped as far as 26 feet but six white men, Ed Hamm, Bob LeGendre, J. Hill, Lemoine Boyle, Dick Barber, and Al Olson, have officially bettered 25 feet.

In 1920 a parade of six Negro champions began with Sol Butler, Dubuque sprinter and member of the United States Olympic team. He won the national event in that year with a jump of 24 feet 8 inches. Ned Gourdin won the next year. He was then the world-record holder by virtue of a leap of 25 feet 3 inches, which was Harvard's greeting to English invaders the previous spring. Gourdin was the first man known to have jumped 25 feet. He was also national pentathlon champion in 1921 and 1922. Continuing after Gourdin, DeHart Hubbard of Michigan held the national broad-jump title for six consecutive years. In turn the world-record holder, Hubbard set a mark of 25 feet 10⅞ inches with his last jump in collegiate competition. In 1928 white Eddie Hamm's 25 feet 11⅛ inches set a new world's record. Then came the fourth Negro, Ed Gordon of Iowa, who took first place in 1929 and 1932. Al Bates won in both the intervening years with leaps of less than twenty-five feet. He has been the only white man except Hamm to win this event in the last sixteen years. In 1933 and 1934 the winner was Owens, and in 1935, Peacock.

Two months after Hamm broke Hubbard's world mark, Silvio Cator, a Haitian Negro, restored Negro supremacy by jumping 26 feet ⅛ inches. This was the first accredited entry in the 26-foot bracket. In 1928 Hubbard had jumped 26 feet 2 inches, but the take-off was one inch above the level of the landing pit and the record could not be accepted. Chuhei Nambu, the Japanese, jumped 26 feet 2⅛ inches at Tokyo in 1931 and this record stood until Owens' wonder feat last May.

There have been numerous other stellar Negro per-

formers in the sprints and broad jump like Willis Ward of Michigan and Everett Utterbach of Pittsburgh who never won national or Olympic titles. Particularly noteworthy in this group is James Johnson of Illinois State Normal, who earned a place on the American sprint team for the 1932 Olympics, but for some reason, never clear, was not allowed to run. In 1933 James Johnson set new records in the 100- and 200-meter races of 10.4 and 21.6 seconds respectively, in the junior outdoor A.A.U. championships.

Other Performers

Negro champions have been less frequent among middle-distance runners and field performers, yet in these events the Negro has not failed to produce exceptional men. R. Earle Johnson of the Edgar Thompson Steel Works was national five-mile champion in 1921, 1922, and 1923 and represented this country on the 1920 and 1924 Olympic teams. Gus Moore of St. Bonaventure won fame as a miler. Though never a champion, he several times bettered 4:20. Phil Edwards won the intercollegiate half-mile championship while at New York University and was national champion in 1929. He represented Canada in the 1928 and 1932 Olympics. At the gruelling quarter-mile distance Binga Dismond of Chicago equalled Meredith's world record of 47.4 seconds which withstood all assaults until erased by the great Ben Eastman. Cecil Cooke of Syracuse was intercollegiate champion in this event in 1923 and national champion in 1925. For the past two years the intercollegiate crown has been worn by Jimmy LuValle of the University of California at Los Angeles.

In the high jump Charley Major of St. Bonaventure used to clear 6 feet 4 inches frequently in the early twenties. Owens' present team-mate at Ohio State, Melvin Walker, has cleared the bar at 6 feet 5 inches, and leaps of Temple's Al Threadgill have taken him 6 feet 7 inches into the air. For four consecutive years Cornelius Johnson of Compton Junior College has won or tied for first in the national high-jump competition. In 1932 he tied with Bob Van Osdel and George Spitz at 6 feet 6⅝ inches; in 1933 he won with 6 feet 7 inches; in 1934 he tied with Walter Marty, the world's record holder, at 6 feet 8⅝ inches; and in 1935 he won easily with 6 feet 6 inches. Last May, Leo Williams, a colored Muncie High boy, broke the Indiana interscholastic record with a jump of 6 feet 4½ inches, while in the same meet another Negro lad, Walter Farmer, set a new prep mark in the pole vault of 12 feet 10 inches.

Willis Ward, Charles Drew, and George Beatty have been hurdlers of note. A misfortune snatched from Beatty a place on the 1932 Olympic team. Owens' world's record in the 220-yard low hurdles must be held a tribute to his speed as he is not a finished hurdler and does not intend to specialize in the event.

There is thus no running event and few field events to which Negroes have not contributed some outstanding performer and there is no indication of ineptitude in any event in which no champion has yet appeared. It is to be noted, however, that the sprint and broad jump champions have appeared in a rapid succession, culminating in the present group of contemporaneous performers. For this reason they have been especially conspicuous in the public eye. It is this prominence which has probably stimulated the notion that these stars might owe their success to some physical attributes peculiar to their race.

The Old, Old Story

This sort of suggestion is by no means new. In the days when peerless Paavo Nurmi daily fired every youngster's imagination with new world's records broken in Olympic competition, in the months afterward when more records fell during the memorable duels of Nurmi and his doughty Finnish team-mate, Willie Ritola, while the two toured America, there were reams written on why the Finns seemed to have a permanent corner on supremacy in the distance runs. The historians extolled the conquests of the mighty Hans Kolehmainen in 1913. Geographers showed how Finland's rugged climate bred endurance such that the rest of the world might as well turn in its spikes. Moralizing editors completely effervesced on the subject. But still the ancient records (1904) of England's immortal Al Shrubb for the 6-, 7-, 8-, and 9-mile runs are the world's best. Along have come Kansas' Cunningham, Princeton's Bonthron, and New Zealand's Lovelock to run the mile with "impossible" speed. Who can say whence the next athletic "trust busters" will come, or what records they will attack?

But let us look in other fields. There have been those who felt that continued European victories over Americans in the weight-lifting contests, despite the intensive advertising campaigns of American vendors of bar-bells and other muscle-building and allegedly masculinizing agents, indicated superior inherent European capacity in this line of endeavor. There are people who ask if the

Howard P. Drew, University of Southern California, one of the first of the famous Negro sprinters to achieve championship records.

Ralph Metcalfe, an outstanding sprinter from Marquette University.

fact that professional boxing, once the Irishman's pride, now affords prominence to so many Hebrews, Italians, and Negroes, might not be due to changes in racial physique. Recently the authorities who elucidate the reasons for the meanderings of the Davis Cup have been quite busy.

But to pursue seriously our original inquiry about the relation of the Negro's anatomy to his feats on cinders and pit, track coach and anthropologist must pool their knowledge.

Coach and Anthropologist

To detect and develop athletic talent is the prime function of our track coaches. The track coach is professionally interested only in those qualities of an athlete which make for excellence in performance. He has no concern with the measure in which those qualities may also be characteristic of men of particular occupations or races. These matters are the business of the physical anthropologist.

Let the track coach set down the factors that make a great sprinter and the anthropologist the distinguishing features of the American Negro. If on comparison the two lists have much in common, race may be important; if little, race is of no significance.

Almost at once, however, we are beset with vagaries. The track coach cannot categorically describe the physique and character of the sprint champion, nor can the anthropologist define with useful accuracy the physique and character of the American Negro.

Characteristics of a Sprinter

Most sprinters can broad jump well. If they learn to leave the ground properly after a good run, their inertia will carry them a respectable distance. It used to be thought that participation in one event detracted from ability in the other, but Hubbard, Owens, and Peacock have helped usher this idea into discard. For convenience here, sprinters and broad jumpers are considered together.

It is obvious that superior sprinting and broad-jumping performances require a certain combination of physical proportions, physiological efficiency, and personality which are recognized by the track coach as natural capacity. By methods ably explained in a few manuals on the subject, the coach is able to impart training and technique which convert this potential capacity into the actual ability to perform.

The personal histories and constitutions of our sprinters have not yet been sufficiently analyzed for the formula for the perfect sprinter or jumper to be given. We are not able to say what measure of natural capacity is due to physical proportions, or to physiological efficiency or to forceful personality. Nor can we weight capacity and training scientifically. This does not mean that strongly biased opinions on the subject are non-existent. For instance, it has been said that superior sprinting and jumping ability must be a matter of nine-tenths capacity and one-tenth training because the Negro is not disposed to subject himself to rigorous training.

Despite the fact that adequate data are not available for scientific analysis of sprinting and jumping ability, many useful conclusions may be drawn from a common-sense approach to the problem. We know first of all that the physique, style of performance, and character of our champions have been highly variable.

Physique, Style of Performance, and Character

When the track coach arrays before his mind's eye the galaxy of stars who have done the hundred in 9.6 seconds or better, he notes no uniformity of physique, style of running, or temperament. This group includes the Negro constellation just discussed and Arthur Duffey, Jackson Sholz, Loren Murchison, Charles Paddock, Chester Bowman, Frank Hussey, Charles Borah, Claude Bracey, Emmett Toppino, George Simpson, James Owen, Robert Grieves, Frank Wykoff, Foy Draper, and George Anderson.

Some were tall (Anderson, Metcalfe, Peacock); more were short (Paddock, Tolan, Hubbard, Draper, Grieves, Toppino). Some were slender (Simpson, Anderson); others stocky (Drew, Metcalfe, Paddock, Bracey). Some were well proportioned like Owens, Grieves, and Anderson, but there were a few who could hardly have served as models for the Greeks.

For finer distinctions, data of desirable precision are not available but we can say from general inspection that there have been long-legged champions and short-legged ones; some with large calves and some with small. Record-breaking legs have had long Caucasoid calves like those of Paddock and short Negroid ones such as Tolan has.

In the matter of style, there have been fast starters like Hubbard and Simpson and slow ones like Paddock and Metcalfe. We have had "powerhouse" sprinters such as Metcalfe and smooth graceful flashes like Owens whose performances seem without effort. Most of the runners have been mouth breathers; Metcalfe is a nose breather. Owens follows no rule in breathing. The first fifty yards is the faster for some men, the last half the

better for others. Paddock started fast, "died" in the middle, and swept to the finish with a final burst, using the orthodox "jump" finish very effectively. Some men use a long stride, others a short one, and so on.

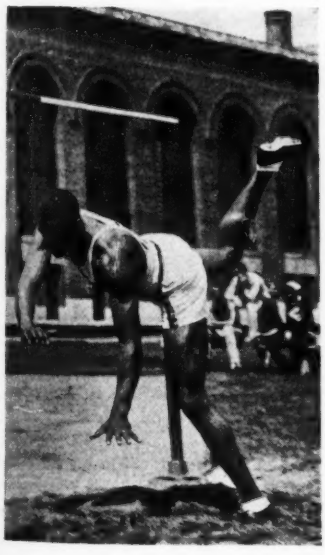
In respect to temperament, again we find no homogeneity. Some maintained calm well before a big meet, others tended to become extremely nervous and required careful handling to be sent off their marks in peak form. Some could ignore efforts by competitors or their sympathizers to gain psychologic advantage; others have been licked before starting a race. Some of rugged constitution could partake of a wide range of edibles and stand a long season, others had to diet carefully and could not long remain at peak. There have been champions of great courage who were undaunted by defeat or misfortune and others who reacted very severely to "bad breaks."

Training and Incentive

We know that general habits, training, and incentive are very important factors in the make-up of the champion. As one studies the records in the *Athletic Almanac* from 1876 to the present, it becomes evident that in every field of athletic endeavor the quality of human achievement has been improving, times are faster, distances farther. To date no calculator of the absolute limits of human capacity seems to have had the correct data for his conclusions. Many have been embarrassed to see men do what had been proved impossible.

The anthropogenist tells us that compensatory improvement in human constitution in a mere sixty years is inconceivable. The fact of our improving performances can mean only that society is learning more and more how to conserve and develop the physical resources which it has had all along. Improved standards of living and two generations of experience have benefited our athletes.

The value of training and incentive is strikingly apparent even in the Negro stars under discussion. If it were true that Negroes had special physical endowments fitting them for sprinting and jumping, it would be expected



Willis Ward, the University of Michigan's versatile Negro athlete, who was an outstanding football player as well as track athlete.

Jesse Owens, of Ohio State University, accomplished the remarkable feat of breaking three world's records and equalling a fourth in one afternoon's performance at the 1935 Western Conference Track and Field Meet.

that from the Negro colleges, which are mostly in the South, there would be a constant crop of good athletes from whom the few champions would emerge. Yet not one of the Negro stars in question came from a Negro college. Both incentive and training facilities are known to be capable of marked improvement in these schools.

Some of the Negro stars themselves have declared that the desire to emulate their predecessors and to excel in a white environment have been powerful stimuli to their efforts. Jesse Owens acknowledges the inspiration derived from his high school coach and discoverer, Charles Riley. DeHart Hubbard hitched his wagon to the shining star of Ned Gourdin.

Anthropological Characteristics

We have seen that the variability of the physical, physiological, and personality traits of great sprinters and jumpers, and inadequate scientific data prevent a satisfactory statement as to just what traits are responsible for their success. We have seen also, the importance of training and incentive. Let us now go to the anthropologist. He has to deal with men categorically designated as American Negroes, but they do not look alike. Genetically we know they are not constituted alike. There is not one single physical feature, including skin color, which all of our Negro champions have in common which would identify them as Negroes.

From his photographs Howard Drew is usually taken for a white man by those not in the "know." Gourdin had dark straight hair, no distinctly Negroid features, and a light brown complexion. In a great metropolis he would undoubtedly be often considered a foreigner. Owens and Metcalfe are of rather intermediate physiognomy. Owens is light brown, lighter than Metcalfe. But Owens has somewhat frizzled hair while Metcalfe's is dark, smooth, and wavy. Hubbard, Tolan, Johnson, and Peacock are darker and more definitely Negroid than the others, but

(*Continued on Page 52*)

An Open Letter to the Readers of the "Journal of Health and Physical Education":

Health, Character, and Education

From

SENATOR ROYAL S. COPELAND, M.D.

Courtesy Boys' Clubs of America

CRIME in dramatic forms comes to the attention of each community from time to time. Teachers do not have the time, and few have available the data with which to study crime in any detail.

The Crime Committee, of which I am Chairman, is trying to make available to school people, from the teachers of the preschool child to the authorities of the graduate schools of the country and the professors of criminology, the facts upon which to base an adequate understanding of crime and of a more effective program of crime prevention. The materials published by our Committee are available to each and every reader of the JOURNAL OF HEALTH AND PHYSICAL EDUCATION and I hope will be used freely by students of mental health and character.

When the report of the Committee has been published and the complete file of documents reviewed, I think the readers of the JOURNAL will find that the facts point to a very simple conclusion. It is a conclusion which will be of great interest and significance to education as a whole and to physical education especially.

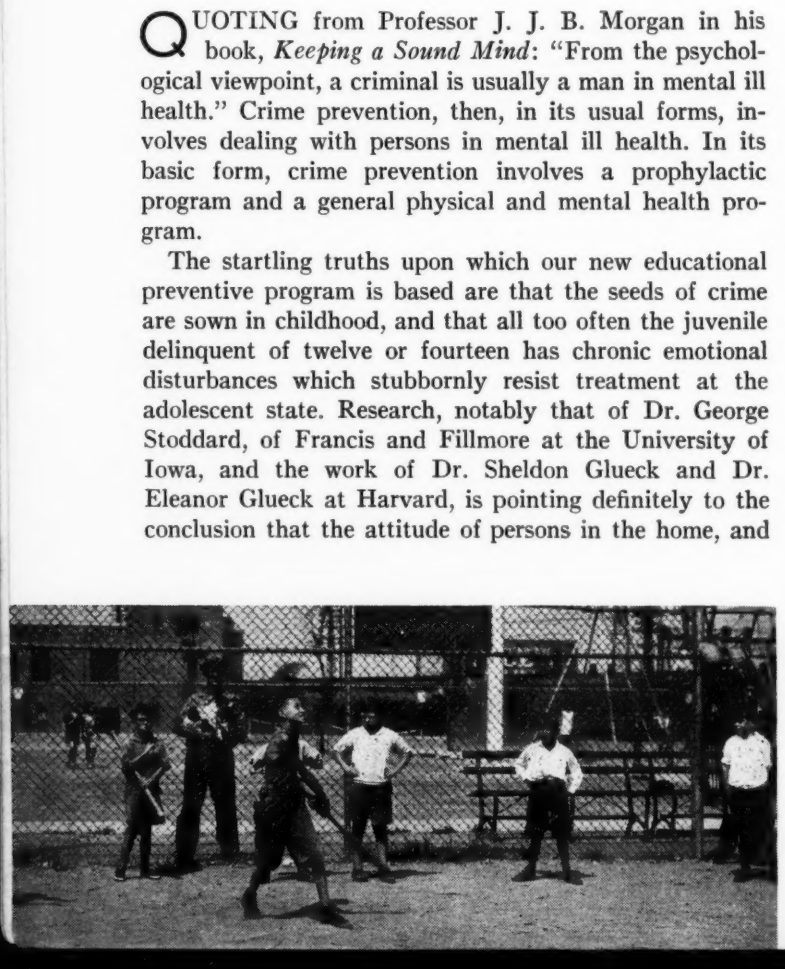
QUOTING from Professor J. J. B. Morgan in his book, *Keeping a Sound Mind*: "From the psychological viewpoint, a criminal is usually a man in mental ill health." Crime prevention, then, in its usual forms, involves dealing with persons in mental ill health. In its basic form, crime prevention involves a prophylactic program and a general physical and mental health program.

The startling truths upon which our new educational preventive program is based are that the seeds of crime are sown in childhood, and that all too often the juvenile delinquent of twelve or fourteen has chronic emotional disturbances which stubbornly resist treatment at the adolescent state. Research, notably that of Dr. George Stoddard, of Francis and Fillmore at the University of Iowa, and the work of Dr. Sheldon Glueck and Dr. Eleanor Glueck at Harvard, is pointing definitely to the conclusion that the attitude of persons in the home, and others in close contact with children, is far more significant as an environmental factor affecting the future conduct of children than any physical or economic limitation of the environment. Not even chronic physical ill health itself has a more serious effect upon the conduct of youth than does the environment factor of attitude in the home, the church, and school.

It happens that the discovery and treatments of these emotional disturbances can best be understood and dealt with by following educational practices in mental health that closely parallel the practices which have been followed in the physical health education movement. Health education in its more recent developments has applied the results of educational research more simply and more effectively than has been done in many other special subject areas of education. The health education program has made progress in establishing sound habits, sound emotional attitudes, as well as intellectual understanding.

THIS brief statement of conclusions leads me to give a more direct message. If you are moved to study the lessons which the Crime Committee data has to offer to educators, particularly to those in the field of health education, I hope you will find your thought stimulated by the soundness of these conclusions. Moreover, I hope you will check over your practices to be sure that your health education work achieves the maximum possible outcome in improving attitudes of the children concerned. In the first instance, of course, I am sure you seek to improve their attitude toward health maintenance. You also improve the attitude toward those community provisions which must be respected and supported if there is to be an environment conducive to physical well-being of individuals. Finally, and most important of all, you mature an attitude of general concern for all those forms of social and spiritual cooperation which contribute to mental health—that is, an attitude which makes for good citizenship.

Because of the progress made by health educators in improving methods of education in habit formation in the physical area, I am confident of their support in any proposal to extend their educational practices to the mental health area.



Character Building and Health

The Rôle of Physical Education

By

WILLIAM L. HUGHES, Ph.D.

Associate Professor of Physical Education,
Teachers College, Columbia University

THE DEVELOPMENT of character has long been the grave concern of individuals who have in any way felt responsible in educating young people for citizenship. To many, character education is not merely a matter of importance, it is the outstanding purpose of education. It is as old as ancient China and has long been viewed in the traditional sense of training children to observe certain prescribed forms, by indoctrination with fixed and immutable principles, and by the inculcation of fear and submissiveness. The traditional belief that character was a mysterious entity within the individual is as old as human experience.

But "character," as it is discussed here in its relation to physical education, is not in any sense limited to the realm of morals. Rather, this elusive ideal is considered in reality the organization of a large number of habits of action, habits of thinking, of attitudes, and of emotional states. One's character, therefore, is the pattern within which his habitual acts fall and character education is concerned with discovering and helping bring about the situations which provoke the right responses. Thus, character and conduct are closely interrelated, the motive and the act are quite inseparable.

It follows, therefore, that physical education for character purposes is not concerned with prescribed and set forms of response, and regimentation and formal drills will be looked upon with disfavor. What, then, is the rôle of physical education in character formation? Obviously, if any contribution is to be made, teachers and coaches must teach more than game techniques and tactics. In addition to the instruction in such fundamental skills as running, jumping, throwing, blocking, tackling, and batting, commonly known as primary learnings, physical educators must definitely and systematically plan for many other and far more important learnings in the realm of attitudes, ideals, and conduct. The possibilities of character development through physical education are believed to be based upon at least three factors: (1) participants must be taught to know right and wrong conduct, (2) they must be given continued opportunities to practice desirable habits and to exhibit right attitudes and emotions with satisfaction under varying circumstances, and (3) in this way they must be helped to develop the *desire* to engage in right conduct habitually, not only in the realm of sports, but in all the manifold activities of life.

In the first place, then, physical education contributes to character building by seeking to promote the development of organic systems to the end that strength, vitality, and power will characterize the individual. There is no disposition to affirm, or even suggest, that abundant health and vitality are guarantees of high moral conduct. There are too many unfortunate examples that would disprove such assertions. Moreover, character education inquiries seem to show very little correlation between health and character. But neither is there support for weakness, illness, and degeneration as assurances of desirable character. The researches of science in several directions seem to indicate that high moral purpose is favored by states of physical fitness, and hindered by disordered functions, and physical weakness. It is believed, then, that physical education enhances character training through the development of organic powers.

SECONDLY, physical education aids character training by promoting objective forms of activity in which persons engage for purposes wholly outside themselves. A player hits a ball with a bat, or throws a ball through a ring, a runner is stopped, or a team advanced—these are the activities that are pursued for their own sake rather than for the purpose of improving moral selves. Play is a *doing* thing. One has little choice apart from action. There is little time for thought of self. The physical situation, with its recurrently shifting arrangement of persons and things, constantly stimulates attention. The tremendous importance of this in character education cannot easily be overstated. Psychiatrists recognize the value of objective activities and demand abundant opportunities for games, sports, dancing, and social recreation in the education of boys and girls, because these activities take them out of the meditation of themselves. Benson found in his study of unadjusted teachers in the New York City schools that none of them had objective forms of recreation. They had no interest in sports, the dance, or other forms of play. Is it surprising that they were maladjusted and having personality and character difficulties? Physical education, then, aids character building by promoting objective forms of activities.

In the third place, physical education serves character training by setting up desirable attitudes, and high ideals and standards of conduct, and then by arousing participants to attain these standards. Every fluctuation in the course of a game tips the balance toward victory or defeat for the player. A hundred times his side is in the ascendency, a hundred times it is thrown back. To this ever changing situation the participant cannot possibly be indifferent. Due to the well established rules and cus-

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Left.—LOUIS E. HUTTO,
President.

Supervisor of Physical Education, Public Schools, Des Moines, Iowa; author of articles on religious education, health education, and physical education; has had experience as science teacher, high school principal, coach, scout executive, machine gunner in World War, instructor at Kansas State College and Springfield College; holds degrees from Kansas State College, Springfield College, and Teachers College, Columbia University.

Right.—ERMINA TUCKER,
Vice-President.

Assistant Supervisor of Physical Education, Public Schools, Minneapolis, Minnesota; formerly instructor at Brockport State Normal School, Brockport, New York; graduate of Oberlin College; has taught and studied at various summer schools.

Officers and History of the Central District Association

The Central District Physical Education Association was formed by the separation of eight states west of the Mississippi River from the Mid-West Association, in 1933, in order to provide for the growing state organizations which were inconveniently far from the population centers of the Mid-West. Dr. C. H. McCloy was elected president of the new District and presided at the first annual convention, in St. Paul, Minnesota, in April, 1934, at which Miss Clare Small was elected as the second president. The second convention was held in Omaha, Nebraska, and the third will be held as a joint meeting with the National Association in St. Louis, Missouri, April 15-18, 1936.

The eight states composing the original Central District were Colorado, Kansas, Iowa, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. In 1935 the states of Oklahoma and Wyoming were transferred to this District, so that it now comprises ten states, and has 745 members in the A.P.E.A.

The Central District points with pride to two outstanding accomplishments—the development of a detailed convention set-up by Dr. McCloy for the use of the Association, and the compilation of the precedents and traditions of the National Association by Miss Mabel Lee, a member of the District. The conventions have drawn about five hundred delegates each year, and the District Treasury has already built up a substantial surplus to further its projects.

Left.—EDNA McCULLOUGH,
President-Elect.

Director of Physical Education for Women, Kansas State Teachers College, Emporia; has served as Secretary-Treasurer of the Kansas Health and Physical Education Association, and as Vice-President of the Central District Association; she is a graduate of Sargent School of Physical Education and of Kansas State Teachers College, and holds a Master's degree from the University of Iowa.

Right.—A. O. ANDERSON,
Secretary-Treasurer.

Director of Health, Physical Education, and Recreation, Kansas City, Missouri; formerly Director of Physical Education and Athletics, St. Olaf College; Supervisor of Physical Education, Wheeling, West Virginia; Superintendent of Recreation, Supervisor of Community Centers and Playgrounds, Cleveland; graduate of St. Olaf College, and Springfield College.

The Posture Program at New Trier Township High School

By

ELLA MARIE ABBOTT

Instructor of Physical Education,

New Trier Township High School, Winnetka, Illinois

BEFORE describing the posture program that has been followed at New Trier Township High School for the past four years, it seems advisable to mention the type of students enrolled, the community in which they live, and the facilities that the Physical Education Department has to offer them.*

The school has an approximate enrollment of twenty-three hundred students, of whom eleven hundred are girls, ranging in age from thirteen to nineteen years. Most of the students come from excellent homes in Wilmette, Kenilworth, Winnetka, Glencoe, and Hubbard Woods, all very desirable suburbs along the North Shore of Chicago.

The gymnasium plant is relatively new, the Girls' Department having one large, and one average size gymnasium, as well as a smaller room for classes in body mechanics. The latter, which we call the "individual" or "restricted" gymnasium, is equipped with a large mirror, six stall bars with stools, and a few mats. There is also a swimming pool, which at present is shared with the Boys' Department, and out-of-doors there are tennis courts and soccer and hockey fields that are also used for baseball and archery in the spring.

The teaching staff consists of four instructors, one of whom is also Head of the Department, and a secretary-pianist. The desire and effort to achieve a well-balanced program has resulted in a schedule of sports, both group and individual, rhythms, and body mechanics. Two of the instructors teach primarily sports, one dancing, and one body mechanics, although there is an interchange of activities as the need arises.

Physical Examinations and Adjustment of Program.—All girls are entered in physical education classes every year for four years, or until they graduate, unless they are excused by a physician for rest or by the Dean for an emergency reason, such as a girl working her way through school and having very limited time.

Individual physical examinations are given at the school to all students the second week in the fall by physicians appointed by the School Board, and the parents are informed of all apparent abnormalities by the nurse. Students with only slight heart or other physical defects are registered into the restricted gymnasium classes. For the past few years such students have been included with the posture classes, and allowances or changes are made in the work for certain individuals as are necessary. During the swimming season for freshmen and sophomores, those girls who are not allowed to swim on account of sinus or other difficulties are also brought into the posture class until the end of that season. Girls who wish to be excused from the more strenuous work in the regular classes on the first day or two of menstruation, join the posture groups for that day only.

Scheduling Classes.—The gymnasium classes meet twice a week for one hour each, from which time is deducted for showers, dressing, and passing of classes, leaving about thirty-five minutes of actual class work.

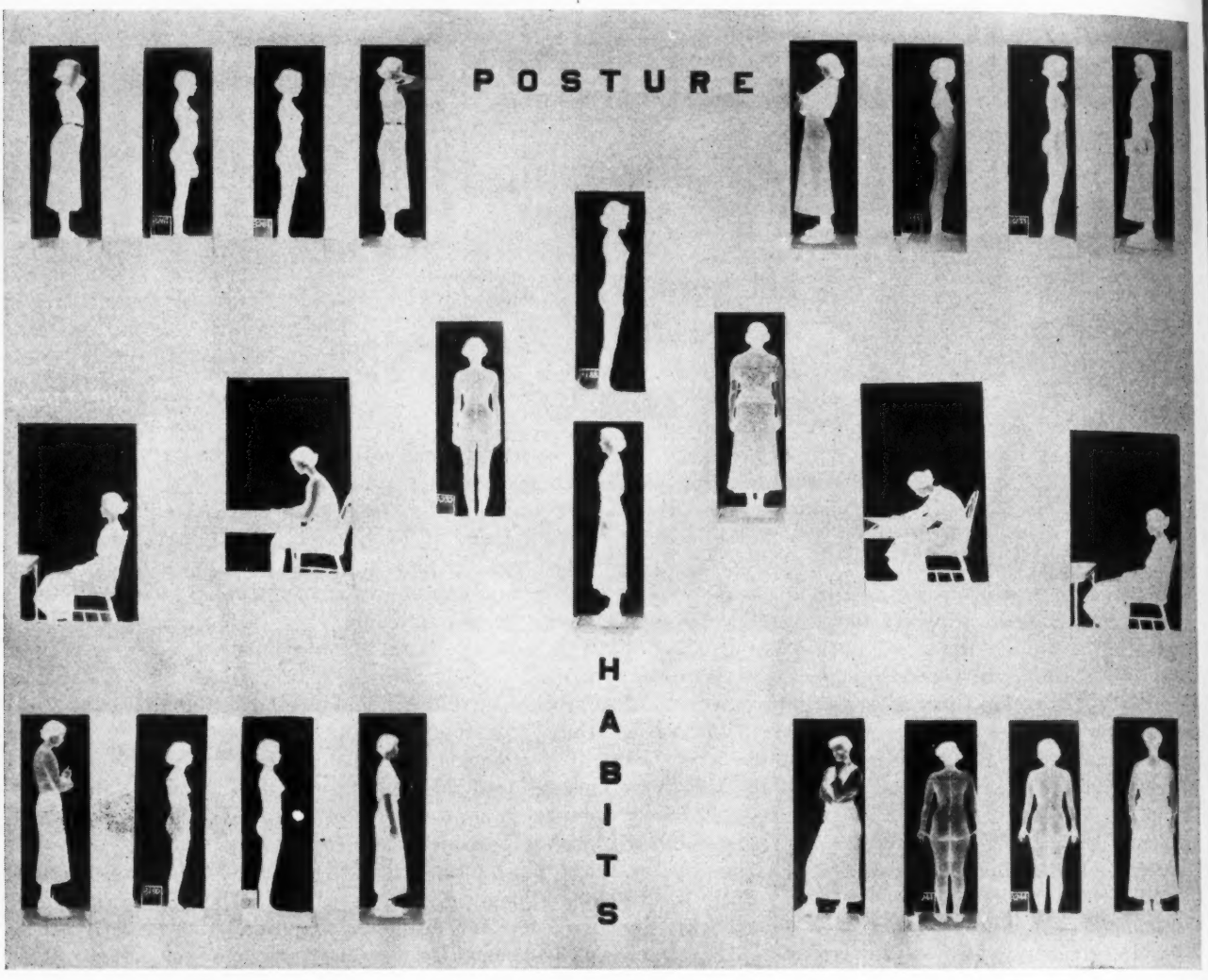
All freshmen are scheduled into freshman gymnasium classes, and the same arrangement is made with sophomores, juniors, and seniors. No other division or classification is made except for students who are excused or who must take restricted gymnasium work as described above, or for the posture groups. The posture classes are made up of students selected from the regularly scheduled freshman and sophomore gymnasium classes, which meet at the same time, but with another teacher and in a different room. In this way no rearrangement of schedules is necessary for students taken from the regular classes and entered into posture classes. There is always a posture class meeting at the same time that the regular freshman and sophomore classes meet.

There is no division of classes for posture after the sophomore year, but general training in good body mechanics is given to all students during one quarter of the year in addition to one quarter of rhythms and two quarters of games or sports.

Occasionally a few juniors and seniors, who have to take restricted gym, find that their gymnasium period does not happen to come at the same time as a freshman or sophomore class. In that case a study period is interchanged with the former gym period with very little difficulty, especially if this can be managed at the beginning of the season and in a manner prescribed by the registrar's office.

Procedure of Taking Silhouettographs and Filing.—Silhouettographs are taken of all freshman and sophomore girls the first two weeks of school. (We should like to take the juniors and seniors also, but at present we are unable to do more.) The first day that each freshman gym class meets, a teacher explains among other things our practice of taking silhouettographs, the reason they

* A paper presented before the Therapeutics Section of the Midwest District Convention, April, 1934.



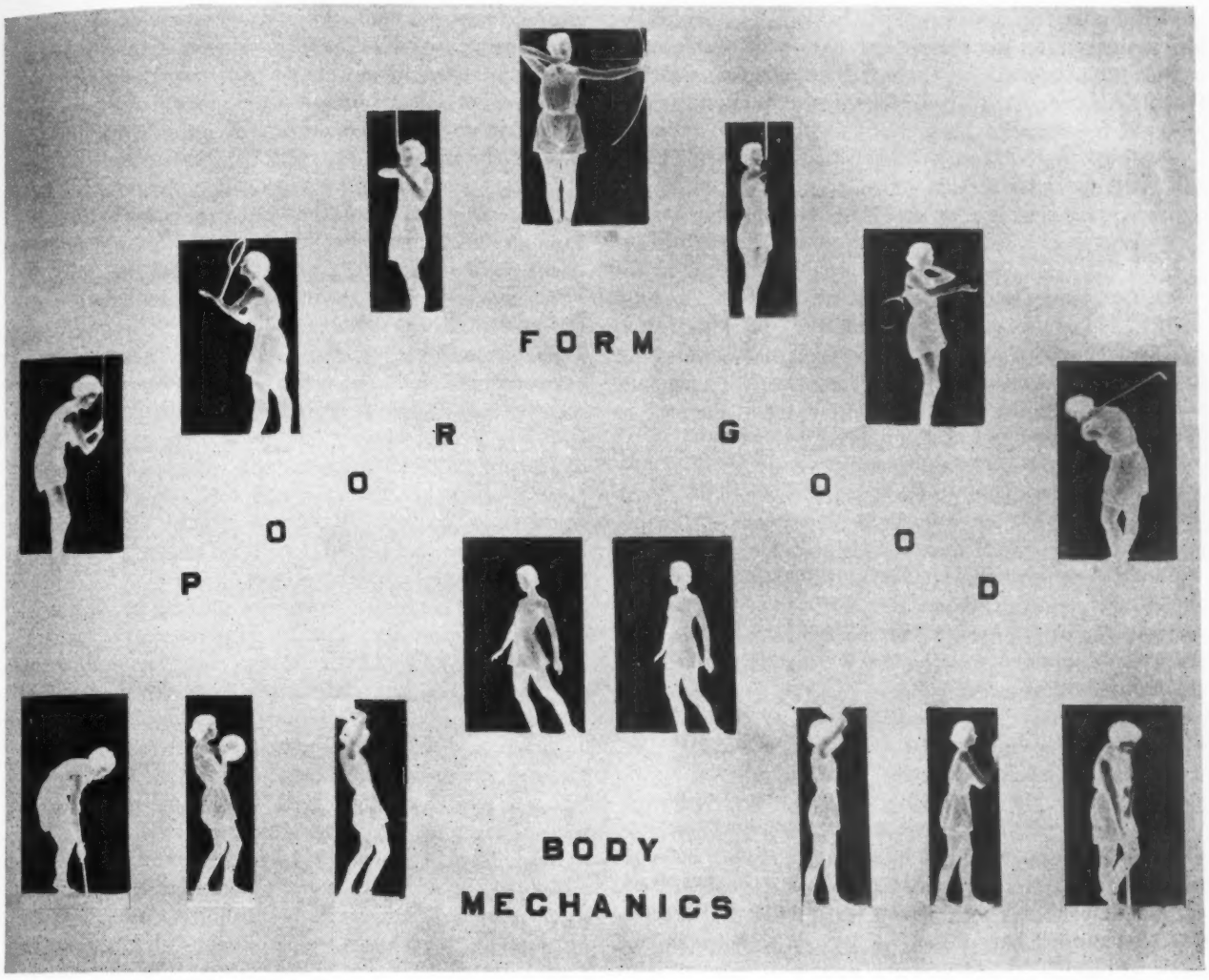
Poster showing silhouettes of students' best standing positions in September, 1934, and again in March, 1935, after specific work in body mechanics. Typical posture habits correlating with habitual body positions are also illustrated: Upper left: Arms raised to arrange hair (or any activity using arms above the head). Upper right: Carrying books or standing, arms folded. Lower left: Carrying books. Lower right: Standing, weight on one foot, hip protruded. Center right: Poor sitting positions. Center left: Good sitting positions. Center: Good standing positions.

are helpful, and that special instruction will be given later on to those students who need to improve their ability in controlling their body movements. The class is then conducted over the entire gymnasium plant, including in the tour the place where the silhouettographs are taken. The routine of taking the pictures is briefly explained so that the girls may be prepared for the new experience and to prevent fear or undue embarrassment through not understanding the procedure we follow, or the precautions we have taken to insure as much privacy as possible. The child also has an opportunity to inform her parents about it before the next gym day and if there should be any disapproval at home, she may bring a note to that effect. Such objections, however, are not anticipated and they have been very rare indeed.

We find it necessary to take silhouettographs at the time that students come for their gymnasium classes, so about fifteen pictures are taken during each class period. We use the time between periods to empty and reload the holders and to get ready for the next group.

Two student assistants are scheduled to come over from study hall at definite times throughout the week, to make a preliminary record of the name, silhouettograph number, class period, and adviser's name (homeroom teacher) of each freshman girl at the time the pictures are taken. This is done so that the pictures may be identified and to establish a satisfactory filing system. One of the assistants also hangs up the numbers preceding the taking of each picture. For the last two years we have been using a letter of the alphabet to hang with the number to designate the class. Last year the freshmen started with A-1, A-2, etc. This year as sophomores, they still retained their old numbers and the incoming freshmen were given B-1, etc. This is all carefully planned and organized so that cross files, numerical and alphabetical, may be made and the same picture number and envelope with posture record may be kept for each girl during her life at New Trier.

The girls assemble for the taking of the pictures in a room adjoining the silhouettograph room where their



Poster correlating body mechanics with good and poor form in sports. Archery, tennis, golf, basketball, hockey, and dancing are used to illustrate.

Posters such as these are shown to students in the classes and an opportunity is given to practice various movements in good balance as are used in daily activities. This gives more meaning to the work and creates greater interest in applying good body mechanics in movement as well as in static positions.

outer clothing is removed and they wait their turn to have their silhouettograph taken. Here they are told at the beginning of the period the procedure that each must follow, including how to stand for each of the four views to be taken.

Before any pictures are taken, the vertebrae of all the girls are marked by the teacher in charge and then, while an assistant is hanging the first number, the girl to whom it belongs enters the curtained off enclosure where the pictures are taken, removes her clothing, and steps onto the box facing the lighted curtain. Four views are taken: first, a back view with the shoulders and arms relaxed to show the level of the shoulders and the tilt of the head; second, another back view with arms held slightly away from the body and the thumbs just touching the thighs to steady the arms. This is to show the contour of the sides of the body and the level of the hips. Additional lights are turned on to light the back so that the markings on the spine, creases, and other indications may be noted on the picture. In the third and fourth views the student stands with her side toward the camera, first in her usual standing position, and then in what she considers her best position, her idea of good posture.

When the final view is completed the girl picks up her clothing and steps behind a second small curtain at the back of the enclosure to dress. At the same time she is immediately replaced by the next girl with no loss of time. Outside the curtained enclosure in the silhouettograph room, only one or two girls are allowed to wait their turn, the rest of the group being admitted one at a time from the adjoining room. This eliminates noise and confusion, and since there is only one teacher to take the pictures and to direct the students, it also saves time and energy.

This year there were about six hundred freshman and sophomore girls who had their silhouettographs taken during the first two weeks of school. The pictures were developed each night after school, and the next day when they were dry, the date was stamped on the back of each one and they were put in numerical order.

Our silhouettographs are kept on file in envelopes that are also used for recording the results of the posture examination, one side of the envelope being so arranged that a four-year record can be kept, the other side being reserved for remarks. Beginning with the second week, if possible, an envelope is made out for each freshman girl, her name, adviser, silhouettograph number, and gymnasium class being typewritten in their respective spaces. The pictures are then inserted and the envelopes are sorted as to gymnasium classes.

Posture Examinations.—If nothing has interfered, we are ready to start the posture examinations the third week of school. For this about twelve freshman or sophomore girls are taken from each gymnasium class for examination. They are given tank suits to put on in the locker-room. Each girl slips her suit down to her hips, steps out of her shoes, and takes her place in front of the examiner as soon as the preceding girl leaves. A student assistant locates the girl's envelope and takes the pictures out for the examiner to use, both as an aid in making the examination and as one means of showing the student her postural defects and how she may improve them. The assistant records the results of the examination, as it is being made; antero-posterior deviations first, then lateral, and next knees and feet.

We record defects by using one, two, or three checks placed in the space indicated, meaning slight, marked, and extreme deviations from what is considered normal. With the exception of the silhouettograph and the girl's image in the mirror, no mechanical aids are used in making examinations. Experienced fingers and an eye for balance do most of the work. As far as possible, obvious bad postural habits are also ascertained, and the girl is cautioned about their harmful effects. As she watches in the mirror we point out the difference between her present standing position and what she might achieve through acquiring better habits. We also emphasize the importance of trying to get "the feel" of correct body balance.

Selection of Students.— After all of the posture tests have been made, the checked envelopes and pictures are carefully looked over and eighteen to twenty-two girls from each freshman and sophomore gymnasium class, who seem most in need of instruction and training in body mechanics, are formed into a new group for that purpose. The number of students in the class is usually increased by a few additional girls who are scheduled for restricted gymnasium work, and during the swimming season the increase is naturally much more marked.

Aims and Content.— There are some very specific aims toward which the work in body mechanics is directed. First of all it is absolutely necessary to create an interest in attaining good posture. The younger high school girls have usually never given their posture a serious thought nor considered it in the least important. They must be shown by some form of illustration the injurious effects of poor body mechanics. Stimulating their pride in making a good appearance and winning the approval and admiration of their associates makes the strongest appeal, although anatomical and physiological effects are also explained and stressed. Next, each girl must know what her own defects are, and at the beginning this information must be reviewed or rechecked several times. Finally, each girl is taught how to correct these defects not only by exercise, but by becoming "posture conscious" and trying to put into daily practice better body mechanics in all of her movements.

Correct body mechanics in contrast to poor body mechanics may be illustrated in the classes by using as examples other students who take both good and bad positions, by showing pictures to illustrate the points being made, and by having the girls observe their own positions in the mirror. If they cannot assume good standing positions by themselves, they may be placed into a corrected position and learn through their kinesthetic sense and by watching their reflections in the mirror how to improve themselves.

Posture cues are taught at the very beginning so that students may become aware of the position of the different parts of the body and to control them in correct balance. During every lesson, time is given for practice in body balance, working up very gradually from simple standing and walking to exercises that include leg, trunk, and arm movements. Finally, movements are practiced that are used in daily activities, such as reaching for something, picking up an object from the floor, moving forward to receive a ball that has been thrown, sitting down on a chair correctly and rising again, and so on. Pictures are shown to impress upon them the difference between good and poor body mechanics in performing some of the most simple tasks.

In addition to practice in body balance, exercises must, of course, be given to stretch and strengthen different trunk muscles and to increase flexibility where necessary. Most of such work is given in sitting or lying position and at the stall bars. After some of the exercises are sufficiently familiar to the students and the performance of them is correct, they are mimeographed and a few at a time are given to the girls for home use. They are urged to practice them daily, and the conscientious girls derive considerable benefit from their use. (Sometimes I think the mothers derive as much interest from them as the girls. It is not at all unusual for a girl to ask for special exercises that her mother has requested.)

Some time during the class period, following strenuous abdominal work, time is taken for complete relaxation in back-lying position. This is done not merely to rest, but to teach the students how to overcome tenseness and restlessness; in fact, how to completely relax in a short period of time.

Foot exercises are usually done at a time when change or rest from other work is desirable, and sometimes they are included with stretching and other exercises where foot work is possible.

If there is time at the end of the period a good, recreational game is played. Occasionally a postural game may be included, but usually the game has nothing to do with posture. It is intended to give the students pleasure and to develop group consciousness.

Throughout the term, talks on many different topics that are related to their general physical welfare, such as

postural habits, exercising out-of-doors, menstruation, constipation, diet, rest, correct lying positions, etc., are inserted to supplement the regular class work. This year we had a shoe exhibit, and in addition to teaching foot structure, correct and faulty foot action, and the results of each, we showed them what to look for in well built and correctly fitted shoes.

Organization.—Our plan of instruction follows somewhat the method described in Lowman, Colestock, and Cooper's *Corrective Physical Education for Groups,* in that the students are divided into squads according to anteroposterior deviations of the lower back, although the further classification of lithe and stout types has not as yet been attempted.

We place the girls with hollow or round-hollow backs in squad one, round or flat back in squad two, and all others in squad three. Lateral deviations are, of course, scattered throughout the entire class. This classification is easily made by first passing the silhouettograph envelopes to all of the girls, and after the terms and check marks on the envelope have been explained, they are asked to form into three lines according to the checks placed after the lower back item on their envelopes.

After the groups have been satisfactorily arranged, the girls compare the pictures with the checks on the envelope so that they may better understand and remember the diagnosis made, and particular emphasis is made on remembering which shoulder and hip are high, or to which side the body inclines. They must know what they are trying to improve, learn how to correct it, and immediately apply that knowledge to their own daily routine. This is the fundamental basis of our work. Habits and posture consciousness are stressed often and vigorously.

The work is kept quite simple with no great variety in the exercises, the purpose being that the girls may learn and be more likely to remember good fundamental exercises that will serve their particular needs. The value and purpose of the different exercises are gradually explained in a brief, simple way so that they will have some understanding of what they are doing.

The manner of presenting the work is somewhat informal, but there must be quiet and each girl must take the work seriously or nothing is accomplished. She must be attentive and do her work to the best of her ability. To accomplish this the teacher must make the work as interesting and as applicable to the student's own needs and understanding as possible. This is certainly one place in the school's curriculum in which "carry over" is not only possible but absolutely necessary if any real benefits are to be derived from the course.

As mentioned previously, most of the exercises are done in sitting or lying position to insure correct body positions during the exercising of certain muscle groups. The work in body balance, while upright on the feet, is developed very gradually to accustom the student to acquiring a sense of body balance and to develop control in movement.

The exercises are taught to the class as a whole, modifications being made in certain abdominal and back exercises to suit the needs of the different squads and possibly again for one or two individuals who may have some difficulty peculiar to themselves. The members of each squad soon learn the particular method they must follow in certain exercises and the entire class works together in unison. This is even true when part of the class is working on the stall bars—the girls lying on the floor are doing stretching exercises at the same time and in the same rhythm under the leadership of the instructor.

On the whole this method has been more satisfactory for us than to use student leaders or to have individuals work alone. Occasionally we have to make exceptions to this rule, as in testing students on home work. Then a student leader teaches one or two exercises for her squad, each squad working quite independently of the others; or a general exercise may be presented to the whole class by a student who is being tested for her knowledge. In the long run, however, it seems advisable to personally direct most of the class work and so get the maximum amount of interest, attention, and work accomplished during the time that the students are in the gymnasium.

The work for high shoulder and hip and lateral spinal curvature must be kept very moderate and quite general, since there is too little opportunity for individual supervision to be safe in doing very vigorous side bendings. Most of the work for lateral curvature in class is in lying position, hanging at the stall bars, and in sitting position with a block an inch thick placed under the low hip in some cases for passive correction of the lower back. Each girl knows which shoulder and hip are high and about where the convexity of the curve is. She knows, too, so far as we are able to ascertain, if it is being caused by faulty postural positions, a low arch, a short leg, or some other reason. If it is habit, she is urged to be very watchful of her body positions, and to make frequent self-corrections with the help of a mirror. If it is a low arch or a short leg she is directed to have her shoes adjusted. In all cases students are urged to exercise at home, watch their body mechanics, regulate their diet, and get plenty of rest and sleep.

If the lateral curvature is purely postural, and is still in the functional stage, improved body mechanics and muscle tone will do much to improve it if the girl is conscientiously doing her best. If, however, the curvature is structural, we cannot be expected to give the amount of individual supervision that such cases require for correction. The parents must then be notified if the student is to receive more attention and work than we are able to give her, and it is then the parent's responsibility. We have discovered many very bad curvatures of which parents were entirely unaware.

The purpose and work of the corrective classes were explained quite fully to parents of freshmen one evening early in the year (on Parent-Teacher's Night for Freshmen) and on another evening a sophomore posture class was conducted for the benefit of any parents who were interested to come and observe the work.

Testing.– Tests for knowledge are made very frequently as the work progresses, and usually at the end of the first semester a written test is given. Body positions in class

(*Continued on Page 60*)

Marking in Physical Education

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THE VALUE of marks as incentives is debatable. Marking is, however, a present school function and must be done properly.[1] Furthermore, poor marking has been, in the past, especially common in the field of physical education. That this is true is borne out by numerous recent writings on the subject. Some of the faults are well brought out in a recent editorial in the JOURNAL.[2] The article at hand explains a program of marking, tried and improved by a number of years of application in the public schools. Its purpose is to present a practical system for issuing marks in physical education. Furthermore, the program is in accord with the best principles[3] outlined by the various writers whose references are given throughout this article.

The Purposes of Marks[4,5]

Marks should serve the *pupil* by informing him how closely he is conforming to standard performance, both quantitatively and qualitatively, and as an incentive to further or continued effort. Inaccurate, distorted marks given at the end of a marking period frequently destroy the coveted values of incentives to effort, or interest, and negate all the results previously attained in pupil attitudes.

The *teacher* may use marks as a basis for pupil guidance. Valid, reliable marks assist the teacher in preventing failure, in furthering achievement, and in rewarding excellence of performance of the pupils in her classes. Marks may also furnish the teacher with data for evaluating the efficacy of her teaching and of her program.

Parents are eager to learn of the success of their children in school. In the absence of such success most parents desire to know the reasons for any deficiencies. Marks, properly obtained, will furnish these desired facts, and home guidance may be given deficient pupils.

Marks are, at present, quite essential to the *school administrator*. They are symbols for pupil progress in the schools and, as such, furnish a check on the results of instruction. Marks are more directly used as bases for promotion, for classification of pupils, for awarding scholastic honors, and in the more advanced school systems, for educational guidance purposes. Marks must serve as permanent records to be used in the above activities when the donors and earners of such marks may have forgotten, or have been forgotten. It is essential, then, that the marks be accurate and self-explanatory. The practice of omitting physical education marks from honor rolls and from consideration for scholastic societies is a commentary on poor marking in the past, not entirely unjustified, but educationally unsound.

Criteria for Useful Marks[6,7]

Marks must be *valid*. That is they must be truly symbolic or representative of the quantities and qualities of pupil achievement for which they purportedly stand.

Reliability is essential in marks. Marks are reliable when they are accurate measures of whatever facts *are* included in their make-up regardless of what the marks are *said* to represent.

Marks must be *objective*. This quality is present when all teachers, given the data on the pupil performances, would arrive at the same mark for the pupil. To obtain this quality it is evident that marks must be assigned according to a definite system and according to definite standards.

Thus, it is seen that *definite standards* must exist by which to assign marks. For example, the citizenship or character of a pupil can not be marked objectively by mere teacher opinion. There must exist a scale of performance in terms of desirable characteristics of these qualities. Likewise, posture can not be just good or bad. It must be good or bad in terms of some criterion for good posture, as, for example, the "vertical line test."

Marks must be *capable of interpretation* into positions on these scales of the qualities or performances for which they stand. Otherwise they are meaningless. Occasionally these scales accompany the marks. They certainly should exist in definite form and be accessible when needed to explain the mark to the pupil, the parent, the teacher, or the administrator.

An *adequate sampling* of performances must be made before marks truly represent pupil achievement. This adequate sampling may be attained in two ways: First, sufficient elements or phases of the entire program of physical education must be included in the final mark;

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[1] Based upon "Making Pupil Marks in Physical Education More Objective," Karl Webber Bookwalter, *Bulletin of the School of Education*, Indiana University, X: 1, (December, 1933), 29–34.

[2] Frederick W. Cozens, N. P. Neilson, "Marking in Physical Education," JOURNAL OF HEALTH AND PHYSICAL EDUCATION, V: 10 (December, 1934), 21.

[3] University of Iowa Extension Bulletin, Number 244, College of Education, Series Number 26, *Teachers' Marks and the Marking System*, Iowa City, (May, 1930), pp. 24–41.

[4] *Ibid.*, p. 7.

[5] John F. Bovard, and Frederick W. Cozens, *Tests and Measurements in Physical Education*, pp. 16–24. Philadelphia: W. B. Saunders Co., 1930.

[6] Bovard and Cozens, *Op. Cit.*, pp. 229–239.

[7] A. D. Mueller, *Teaching in Secondary School*, pp. 417–419. New York: The Century Company, 1928.

and second, each element must be measured an adequate number of times.

Marks must be made up of *properly weighted elements.*[8] Obviously all the elements entering into a pupil's mark can not be indicated separately in final form for record, though some attempts have been made in this direction. Hence, it is essential that these elements should be combined into a final mark that is most representative of the total achievement of the pupil. This is possible when the elements are properly weighted. Factors to consider in making this weighting are: the importance of, difficulty of, time allotment for, and reliability of the measures of, the various elements.

One guide as to whether the elements in a marking system have been properly weighted is the *normality of the distribution*[9] of final marks. It is quite generally accepted that the tabulation of all the marks given in a school or even in a department of any size should reveal a tendency toward a normal distribution of the *A*'s, *B*'s, *C*'s, *D*'s, and *F*'s. This, however, does not necessarily hold true for every class. Neither should the teacher slavishly follow the normal curve of distribution. At best it is only a guide. A good distribution might approach the following: 7 per cent *A*'s, 24 per cent *B*'s, 38 per cent *C*'s, 24 per cent *D*'s, and 7 per cent *F*'s.[10] Any wide deviation from such a curve might indicate that standards are too high; that standards are too low; that the elements are improperly weighted; or some combination of these faults.

Economy of teacher and pupil time must be considered in any marking scheme. The teacher must not waste hours in clerical work or complicated computation merely to feel she has marked fairly. Neither should any appreciable amount of the pupil's time be spent in activities, the sole end of which is a mark on these activities. Many times, however, the very act of marking pupils has its own educational significance, as, for example, when the pupil is inspected and marked for personal hygiene, or posture.

Marks must be *kept up to date* if the pupil is to receive the guidance value inherent in timely marks. Marks issued at the end of the semester only, lose their incentive and informative value and are of use only as records for the administrator or teacher. Further, the teacher is occasionally forced to adhere to a regular testing program in order to keep aware of the progress of her pupils and to record such progress in form of marks. This is an advantage. Lastly, marks are issued regularly in other subjects and can be issued as regularly in physical education. The argument that the pupils are only met two or three times a week may be a lame excuse for a lazy teacher.

Marks are a means to an end, however, and should not become a fetish. Pupils are only too easily led to work for marks rather than for the values of the course and teachers frequently test only for a mark.

[8] *Ibid.*, pp. 437, 438.
[9] *Ibid.*, pp. 434–437.
[10] *Teachers' Marks and the Marking System, Op. Cit.*, pp. 19, 20.

Past Mistakes in Marking

More frequently than one might suspect, pupils' marks in physical education have been determined the night before marks were to be issued. They were then based upon attendance and the teacher's ability to remember the pupil's conformity to rules. Teachers have even been known to issue marks determined while the pupil stood in line awaiting his card. Such marking based upon opinion or prejudice could only by miracle be reliable, valid, or objective.

Better, but by no means satisfactory, is the mark formed from day to day but based primarily upon attendance and the pupil's conformity to rules. One system is recalled wherein four factors counted. One factor was the days present. A second factor gave an *A* in showering to a boy who showered six times. Ability to shoot baskets determined a third part of the mark. The fourth factor gave an *A* to the boy who was in uniform six times.

A much more scientific marking system is used in a large city in one of the central states. A variety of valid factors are considered. Each factor is carefully weighted and accurate records kept. In fact, the marking system is quite commendable, save for one weakness. The pupil starts with 100 per cent and as he violates some rules, as he is absent a day, or as he is tardy, a certain number of points are subtracted. The entire system is on a negative rather than a positive basis. It may be argued that in the end, results are the same and that, if the facts were known, any attendance mark is a negative system. The latter is true; but no system should start with perfection and make only failures or losses possible in succeeding days. It is better psychology to start at scratch and make each day's achievements add to the cumulating points of the pupil.

The system of marking "passed" or "failed" has its merits. However, if other subjects are marked upon a definite scale, then physical education must be likewise evaluated. If not, parents and children, as well as fellow teachers, get the idea that physical education has no objectives and no standards.

Many teachers of physical education say, "I can not mark until the end of the semester as I only meet the class twice a week." Lack of system or laziness are responsible for this attitude. After the first week of school each child could be told how he stands in the class.

A System for Assigning Marks in Physical Education[11]

The inability of teachers to mark reliably in terms of percentages is common knowledge. A letter scale is far more accurate and just as useful.[12,13] The letters *A*, *B*, *C*, *D*, *E* (or *F*) are rather generally accepted as satisfactory. If the school system requires that a percentage mark be given, the teacher should arrive at the mark through the use of letters and then translate such letters into an equivalent percentage scale. Thus she retains the accuracy of her own marks and satisfies the administrative requirements.

[11] K. W. Bookwalter, *Op. Cit.*, pp. 29–34.
[12] *Teachers' Marks and the Marking System, Op. Cit.*, pp. 24–42.
[13] A. D. Mueller, *Op. Cit.*, pp. 432–434.

Below, in Chart I, is a workable scheme for weighting the essential factors to consider in marking pupils. The weightings are admittedly obtained empirically from the results of marking some five thousand secondary pupils. Careful attention was given to the effect of various weightings over a period of several years. These weightings might not hold true for some localities but were found to work fairly well in four different schools located in Colorado and Indiana. If changes were to be suggested, they might be: that attendance seems to be given a bit too much weight (Probably twenty, fifteen, ten, five, zero points, respectively, for *A, B, C, D, E,* might be better; total points would have to be changed accordingly); that teachers are prone to be quite lenient in marking posture. A warning is given to be most objective and methodical in evaluating posture.

CHART I

FACTORS[14] TO BE CONSIDERED IN MARKING PUPILS, WITH WEIGHTED VALUES IN TERMS OF NUMBER OF POINTS FOR ASSIGNED MARKS

Factor	*A*	*B*	*C*	*D*	*E*	Remarks
Attendance	24	18	12	6	0	(Given once)
Skill in decathlon and stunt tests	24	18	12	6	0	(Given once)
Towel fee, uniform, lock requirements	4	3	2	1	0	(Given once)
Hygiene inspections	4	3	2	1	0	(Given once)
Posture tests	4	3	2	1	0	(Given 3 times)
New type tests on rules, etc.	4	3	2	1	0	(Given 3 times)
Teachers' estimates (citizenship)	8	6	4	2	0	(Given 3 times)
Total possible for each mark	112	84	56	28	0	

For girls it would be well to add to the above items a mark upon the factor, *rhythmics*, and perhaps to give less significance to the factors, decathlon and stunts. For both boys and girls an extremely valid factor would be a measure of their physical fitness as shown by scores made upon F. R. Rogers' "Physical Capacity Test."[15] It is the opinion of the writer that the results of such a test, properly administered, should be of equal importance with all skill tests combined and should be weighted accordingly if added to the above schedule. The effect of such an additional factor in the marking scheme has not been measured by the writer; however, the author of the test recommends its inclusion in the elements composing the final marks of pupils.[16]

It will be seen that the points assigned to any mark for each factor are obtained by evaluating a mark of *A*, four points, a mark of *B*, three points, *C*, two points, *D*, one point, and a mark of *E*, zero points. Using this evaluation as the basic unit any desired weighting may be obtained by multiplying this unit value by the desired weighting. Thus attendance has been weighted as six parts of the final mark by multiplying four, three, two, one, zero respectively by six with the resulting points twenty-four, eighteen, twelve, six, zero, respectively for *A, B, C, D, E*. Any additional factors should be evaluated and weighted similarly.[17]

The points earned by pupils in each of the various factors to be considered in marking were indicated and weighted in Chart I. Chart II shows how to combine points earned into a final mark for the semester. This is done by mechanically computing the points earned by pupils if all marks were *A* or if all marks were *B*, et cetera. Statistically, a mark of *B* exists from mid-way between *A* and *B* to mid-way between *B* and *C*; and likewise a mark of *C* exists from mid-way between *B* and *C* to mid-way between *C* and *D*, et cetera. This chart takes this principle into account.

CHART II

A SYSTEM FOR ASSIGNING FINAL MARKS ON THE BASIS OF TOTAL NUMBER OF POINTS EARNED BY VARIOUS MARKS AS INDICATED IN CHART I

From 112 to 98, inclusive, total points	*A**
From 97 to 70, inclusive, total points	*B*
From 69 to 41, inclusive, total points	*C*
From 40 to 14, inclusive, total points	*D*
From 13 to less points, inclusive	*E*

* If the school requires a numerical mark then the following values may be given: $A = 97$, $B = 90$, $C = 81$, $D = 73$, $E = 60$.

An example of attaining a final mark by combining the marks received in the several factors, with their varying values and weights, follows:

A student receives a semester mark of *B* in attendance	18 points
He receives an *A* in meeting administrative requirements	4 points
Two hygiene inspections were marked *A*, one *B* (8+3)	11 points
Two posture tests were *B*, one was *A* (6+4)	10 points
Three new type examinations each were marked *A*	12 points
Three citizenship estimates were *A* (3×8)	24 points
Total points earned during the semester	79 points

Referring to Chart II it is seen that seventy-nine points lies in the class interval of ninety-seven to seventy, which interval corresponds to a mark of *B*. This is the pupil's mark for the semester.

Evaluating Attendance

The factor of attendance is of debatable validity for consideration in marking pupils. It is said by prominent educators that pupils should be marked upon achievement in subject matter rather than upon their attendance in classes. There is much truth in this statement. However, the writer contends that attendance in physical education classes is of even more vital importance than attendance in the so-called academic classes. This is due to the fact that physical education is primarily an activity subject. A social situation missed today can never be recalled. The organic development lost today can not be made up by a double dose tomorrow. Neither can a student acquire the missed advantages of the physical education classes by reading an assignment in some book on hygiene or play, desirable as the book may be.

However debatable the validity of attendance may be, attendance is most commonly used by teachers of physical education and is recommended by leading writers in this field as a factor in determining pupils' marks.[18] Chart III is a system for giving marks in this factor. The standard herein set up is empirically determined by a study of the absences of several hundred students in

[14] California Department of Education, Sacramento, Bulletin No. E. 2, *A Score Card for Evaluating Physical Education Programs for High School Boys*, 1931, p. 30.

[15] F. R. Rogers, *Physical Capacity Tests*, New York: A. S. Barnes and Company, 1931.

[16] Frederick Rand Rogers. *Test and Measurements Programs in the Redirection of Physical Education*, p. 109. New York: Bureau of Publications, Teachers College, Columbia University, 1927.

[17] University of Iowa Extension Bulletin, *Op. Cit.*, pp. 40–41.

[18] California State Department of Education, *Op. Cit.*

high school and junior high school physical education classes, and was obtained from data gathered from classes which met twice a week. Classes meeting more or less frequently would most likely conform to other norms.

CHART III

A System for Assigning Marks for Class Attendance

Unprepared days shall count as absences. Three tardinesses shall constitute one absence. Up to 12 such absences or computed absences may be made up by additional attendance in other sections.

From 0 to 1, inclusive, days absent..... *A*
From 1+ to 2, inclusive, days absent..... *B*
From 2+ to 5, inclusive, days absent..... *C*
From 5+ to 9, inclusive, days absent..... *D*
From 9+ or more days absent..... *E*

More than 12 days absences, when not excused or made up, *fail* regardless.

Means of Obtaining Normal Distribution in Tests

Needless to say, if pupils are to be fairly scored, and if their marks are to approach normality of distribution, they must first be classified into groups of comparable abilities. For self-testing activities such as stunts or individual athletic events, several means of classification are available. The simplest but least reliable is classification by grade, as seventh grade, eleventh grade, etc. This is better than nothing; but recent studies[19,20] have proved that academic grade of itself makes no contribution to athletic ability. McCloy's[21] formula for classifying according to height, weight, and age is perhaps the best all-round simple classification. (Where class sections are made by grades they should be further classified by this or one of the following means.) He also furnishes scales[22] for commonly used self-testing activities. By means of his simple formula and scales, norms could be obtained for different classes of boys in the local high school. Neilson and Cozens[23] also offer reliable achievement scales for elementary and junior high school boys and girls, and a scheme for classifying by height, weight, and age. It is possible to use McCloy's most simple but highly reliable formula with the California achievement scales by merely establishing intervals of scores in McCloy's "Athletic Index" comparable to the intervals suggested by Neilson and Cozens. Rogers' "Physical Fitness Index"[24] is also validated against batteries of individual athletic events and hence might be used for classifying boys and girls for self-testing events.

Once the groups are classified, performances in each group should be arranged from highest to lowest; and then one of the following systems for determining marks comparable to given performances should be utilized.

CHART IV (*a* and *b*)

Suggested Methods for Determining Marks for Performances in Stunts, Decathlon Tests, or Objective Tests on Knowledges

(*a*) *According to the Normal Distribution Curve*

The upper 7 per cent in achievement in respective grade or class ..... *A*
The next 24 per cent..... *B*
The next 38 per cent..... *C*
The next 24 per cent..... *D*
The lowest 7 per cent..... *E*

(*b*) *According to the Standard Deviation Technique*[25]

Above 1.8 standard deviations from the average..... *A*
Below 1.8 S.D. and up to .6 S.D. above the average..... *B*
Between + and — .6 S.D. for the average..... *C*
Less than — .6 S.D. but not less than — 1.8 S.D. below average ..... *D*
Below 1.8 S.D. below the average..... *E*

The standard deviation technique is the more reliable and just for evaluating position in any local group.

Evaluating Compliance with Requirements

In assigning a mark for meeting administrative requirements promptly, the full value for that duty may be given if the requirements are met within one week after the first class meeting. For each succeeding week the mark may drop one level until four such weeks, at which the pupil should receive *E*. However, steps must be taken to assure that the pupils meet the requirements in spite of the fact that they have failed to be prompt. It would be feasible to continue by subtracting from other points earned until the pupil has lost as many points as possible for him to have earned through prompt compliance with the requests, namely four points.

It may be held that, logically, meeting administrative requirements is not an educational outcome of the physical education program. It may further be maintained that some pupils might come from indigent homes and that marking the pupil on the inability of the home to provide financially for his necessities is unjust and an invalid measure of pupil progress. The first contention is possibly correct from a theoretical viewpoint; but, practically, much time is lost in schools by indifference to or neglect, on the part of pupils, of the necessary equipment for participation in physical education. Much energy is spent in guiding these indifferent pupils. Much class time is unavoidably spent in checking upon these cases; and no little influence is exerted upon the attitude of all pupils toward the physical education program by reason of this necessary instructional insistence. The second objection can be met fully. If a pupil is truly indigent, it need only be necessary for him to so inform the teacher upon the first day. The teacher verifies the information at the office. The pupil is supplied and given full credit for promptly meeting his obligations.

Evaluating Hygiene

Approximately 37 per cent of the time allotted to physical education in a two-day-a-week program is devoted to showering and dressing. That it should produce results is necessary. Below is a scheme for measuring some of these results and for inculcating desirable habits.

Pupils should be informed on the last day of class preceding a week-end that they will be inspected on the first day of class following. The object of the test should be to find them all in hygienic condition, not to surprise

(*Continued on Page 61*)

[19] C. H. McCloy, *Measuring Athletic Power*, p. 94. New York: A. S. Barnes and Company, 1932.
[20] F. R. Rogers, *Op. Cit.*
[21] C. H. McCloy, *Op. Cit.*, p. 96.
[22] *Ibid.*, pp. 126–176.
[23] N. P. Neilson and F. W. Cozens, *Achievement Scales in Physical Activities*, pp. 3–9, 16–160. Sacramento: California State Department of Education, 1934.
[24] F. R. Rogers, *Op. Cit.*
[25] A simple explanation of the standard deviation technique is given in *Teachers' Marks and the Marking System*, pp. 32–38.

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The Value of Special Activities

A LONG neglected field of physical education, that of special activities, now seems to be definitely coming into its own, influenced without doubt by the new mental hygiene emphasis in our work. Teachers are finding that the novel skills of boomerang throwing, rope spinning, whip cracking, sailing, bag punching, juggling, clog or Indian dancing, and many others, not only provide exercise in plentiful amounts but also often attract and hold the attention of the boy or girl who is not physically-minded in so far as the regular events of the physical education program are concerned. There are possibilities in plenty for experimentation along these lines.

For years the pupil without interest has been the problem and worry of the physical education teacher. The great majority of boys and girls will greet enthusiastically the customary offerings in the way of gymnastic or athletic skill but there are always a few of the class or group who, to varying degrees, have flaunted an attitude of listlessness or boredom. This has been an annoyance to the teacher who then has been prone to consider such an attitude as one of shirking, lassitude, insubordination, lack of cooperativeness, or complete lack of physical interests, as the case might be. The factor overlooked has been that of *compensation*; in other words, the individuals thus concerned have often, by their apparent lack of interest, been disguising the fact that they were deficient in some way in the ordinary games and sports, and have had no incentive for achievement to counteract this attitude. It is the easy way, therefore, to pretend not to try; although underneath this cloak of disinterestedness, the boy or girl is often concealing a mental hurt or frustration, and may have a definite longing to be able to perform better in group performance or in team-play.

It is at this point that progressively-minded leaders can utilize to advantage the services of special activities. These are non-competitive, they can be practiced away from the public gaze, and have the further value that the majority of the class group are otherwise so busy that they are not apt to take the practice time to be proficient in the unusual ways. For these reasons the field of special activities is one which is left open almost exclusively for the attainments of those pupils lacking in general all-round physical accomplishments and interests, and furthermore is one which permits the teacher to give the close personal attention necessary to develop the confidence of the individuals in their potential abilities. Such development must not be hurried. In the case of boys, the activity of boxing offers another illustration in point. The instructor can arrange for lessons at times when no audience is present and when individual encouragement can be given. Confidence grows with such participation when progress is being accomplished and the pupil can be made to realize the fact that much of his previous difficulty was mental worry rather than physical fear. A noted educational authority, Bertrand Russell, has commented upon this fact, and his statement is very significant at this point: "Muscular activities, as unimpeded as possible, are the best methods of producing physical fearlessness in children, while mental fearlessness is the product of unhampered curiosity."

Through the medium of special activities, therefore, it may be possible to develop an interest which later can win acclaim and recognition for the performer through participation in demonstrations, circuses, and assemblies. The student with the help of this self-expression and recognition finds a new prestige which more than likely will bring confidence in attempting other physical activities and therefore more interest in them. It is an approach to achievement which eases the way to adjustment of the individual to the larger group from which he has been previously kept aloof because of the shyness of inferiority complexes. In turn, an additional factor working to this end is made possible by the fact that the pupils who develop these special proficiencies find others eager to learn, and so rather spontaneously they find themselves in the position of leaders imparting these skills to respectful novices.

The impression must not be given that these novel activities have value solely from the mental hygiene standpoint. They furnish vigorous and skillful activity and have splendid demonstration value when an audience is to be entertained and educated. The curriculum has constantly been widened to take care of individual differences and these colorful events simply represent an additional step in that direction.

Constructive Evaluations

SEVERAL times it has been suggested that the JOURNAL should give space in its pages for criticism and rebuttal of articles published in it. Because this opportunity for criticism has in many periodicals led to acrimonious exchanges of personalities rather than to constructive evaluations of the subject of discussion, the editorial policy of this magazine has been to avoid using this type of material. A definite effort has been made to accomplish the same end through a careful

selection of articles for publication which would reflect the best and most progressive practices and principles in use. Articles have been published that discussed controversial questions with a scientific and impartial attitude, and in some cases, articles presenting opposite sides of the same question have been used in one issue, so that both viewpoints might be studied. Inasmuch as many of our readers are the younger members of the profession, possessed of insufficient experience adequately to evaluate varying viewpoints, and predisposed to accept articles in the JOURNAL as authoritative, it has seemed wiser not to confuse them with controversial issues.

There are many questions, however, on which there are varying schools of thought, and which can and should be discussed in these pages in a scientific and impartial manner. Questions of technique and types of play in the various sports especially lend themselves to this type of friendly argument. In fact, in this issue of the JOURNAL, we are presenting an opposing viewpoint to that given in Miss Bass' challenging paper in the November issue on spot play in volleyball. Miss Fosdick's defense of shift play and rotation is given with the dignity and restraint which we hope always to preserve in the discussion of controversial questions in this magazine.

Keys to Past Presidents

THE Honor Award of the American Physical Education Association has always been given to outstanding leaders in physical education and related fields, in recognition of their achievements and their contributions to the advancement of the profession. This past year, for the first time, the Association devised a further honor, a key to be given in appreciation of distinctive services rendered to the Association itself. On the occasion of the Fiftieth Anniversary Convention in Pittsburgh, the first keys were presented to Dr. W. G. Anderson, the founder of our organization, to Dr. J. H. McCurdy, for many years Secretary-Editor, and to Strong Hinman, retiring President.

At a subsequent meeting of the Executive Committee, it was voted that all Past Presidents of the Association should receive this special award, and keys were accordingly sent them as a Christmas present from the American Physical Education Association. The first seven Presidents—Dr. Hitchcock, William Blaikie, Dr. Sargent, Dr. Hartwell, Dr. Seaver, Dr. Savage, and Dr. Gulick, as well as Dr. Arnold, the tenth incumbent of the office, are no longer living. It was with a spirit of gratitude and affection that the Association made these awards of keys to Dr. George Meylan, President from 1908 to 1911, to Dr. R. Tait McKenzie, President from 1912 to 1915, to Dr. William Burdick, who served from 1917 to 1919, Dr. Dudley B. Reed, 1920-22, Mr. Carl Schrader, 1923-25, Professor C. W. Savage, 1925-29, Dr. F. W. Maroney, 1929-31, Miss Mabel Lee, 1931-32, Dr. J. F. Williams, 1932-33, and Miss Mary Channing Coleman, President during the year 1933-34. These men and women have contributed much of their time and ability to the Association, not only as Presidents, but as members of the Executive Committee and Council, on numerous committees, and in their state and district associations. After having served in the capacity of President of the Association, they continue to support and stimulate its work, a contribution which is enhanced by their extensive knowledge of national affairs in physical education.

Standardization and Transfer of Record Cards

STANDARDIZATION of records maintained by physical education departments has long been needed. Teachers of health and physical education at every grade keep records which are often useful for only a semester or a year and are then relegated to a dusty death in some dark closet. Types of record blanks are nearly as numerous as the number of schools in which they are used. Of course, administrative peculiarities of schools occasionally necessitate record cards adapted to the demands of individual schools. It would, however, save considerable expense to the school and add greatly to the value of the records if there were some time spent in each community in attempting to standardize these blanks and to arrange for their transfer with the child from school to school. National committee work of this nature would meet a real need.

The permanent health record card warrants special attention for the reason that the information it contains is of value from the nursery school period to the college level and employment period. The present fate of the health record is almost an inevitable one; it usually is filed permanently in the school which devised it. Few schools transfer these records to the next level. Even in those cases where the record cards are transferred with the child they are not necessarily used by the staff in the new school because of lack of conformity to the card which is being used there. Thus a valuable record of growth and development and of health is discarded.

A prominent investigator in the study of growth searched recently for an adequate number of growth records covering ten or fifteen years. Naturally he went to the schools to find such records. The futility of his search could be prophesied in view of the situation that exists.

Inasmuch as the desirability of continuous records of this kind is fully recognized, steps should be taken to evolve a satisfactory system for attaining this end. The transfer of record cards would, furthermore, avoid the needless duplication that now results from retaking a complete health record every time the child moves from grade to grade or is promoted to another school. Certain organizations, the Y.W.C.A. for example, already have such a transfer system for the convenience of the individual so that a new examination is not needed every time he, or she, transfers to a different unit for activity work. There is such merit in having readily available a complete record of the growth and development and health status of each individual from kindergarten through college that administrators can well direct their attention to this problem.

Girls' Assembly Program for High Schools

The Past, Present, and Future of Physical Education

By

BLANCHE F. FEDER

Director, Girls' Physical Education, Hamden High School, Hamden, Connecticut

THE FOLLOWING is an assembly program, which was produced at Manchester High School under the supervision of the author, and which may be suitable for use in schools elsewhere.* The program could be easily adapted to any girls' high school group, since the tumbling and dance routines used in the presentation could be those learned or created by the girls during the class year.

Prologue: Three girls dressed as Past, Present, and Future of Physical Education standing at center stage as curtains part:

Sing together:

How do you do, everybody, how do you do.
The Past, (first girl steps forward)
The Present, (second girl steps forward)
The Future, (third girl steps forward)
we show to you,
We'll do our neatest turns
We'll show you what we learn
How do you do, everybody, how do you do,

Speak together:

We're here today, in a spirit of play
In which we hope you'll join us too
And watch our antics old and new.
With great delight, and nary a fright
That in all our fun we forget our work,
Or by loving to play our duties shirk.
(Curtains close)

The Past: (Girl representing Past comes in front of curtain.)

Long, long ago, before we knew
How to play and enjoy it too,
We lifted weights
As heavy as freights;
We rode on a tandem
And pedalled at random;
We danced with our bodies as stiff as a cast,
But that in Phys. Ed. is known as the Past.

Action: Sixteen girls dressed in black bloomers, white middies, black ties, long black stockings and sneakers, march around stage, doing marching formations, into position for a calisthenic drill, under the direction of the teacher. She is dressed in white bloomers, white middy, white stockings, and sneakers, with her hair dressed on top of head.

Drill: (Taught by teacher.) Marching, Posture Counts: (*a*) Toes out, (*b*) Knees back, (*c*) Stomach up, (*d*) Shoulders back, (*e*) Neck stiff, (*f*) Eyes up, (*g*) Frown. Warming-up exercise—alternate foot placing sideways; alternate head bending; trunk bending, forward and up; wrist flexing and finger stretching; alternate eye winking; alternate toe touching forward. Simple Folk Dance (performed in a very stiff manner).

Past speaks: (After each couplet, two of dancers walk across stage, with eccentric step.)

Minnie and Mamie from Manchester
Dance in starts and fits,
Bertha and Bessie from Bolton
Dance with slides and dips,
Wanda and Winnie from Wopping
Have many a pretty step,
Cathie and Cora from Coventry
Complete the suburban octette.

(Names of local suburbs can be substituted to fit particular situations.)

Action: Eight girls—Eccentric dance routine.

Music: "Pretty Polly Perkins."

Costume: Old fashioned dresses; high shoes or spats; parasols.

Past speaks:

Indian clubs and dumb-bells
We used in all our drills,
To wield these into patterns
Developed all our skills.

* This program was presented at Manchester High School, Manchester, Connecticut, and acknowledgment is hereby made to Miss Doris Kibbe, teacher at Manchester High School, who composed the verses.

Action: Same sixteen girls who did the calisthenic drill, in same costume, perform a simple dumb-bell drill.

Past speaks:

We rode on a tandem, that pedalled at random,
We danced with our bodies stiff as a cast,
But that in Phys. Ed. is known as the Past.

Action: Enter—boy and girl wheeling a tandem.

Sing: Tune—"Daisy, Daisy, Give Me Your Answer True."

Danny, Daisy, this is the sport for you,
Uptown, downtown, ped'ling the whole day through,
The speed records we've been breaking
The chances we've been taking,
Make us look sweet, upon the seat,
Of a bicycle built for two.

(Wheel tandem to side of stage as six, or more, couples enter—Waltz routine.)

Music: "Daisy, Daisy, Give Me Your Answer True."

Costume: Girls—Old fashioned dresses and hats. Boys—(girls dressed as boys) Knickers, vest, windsor bow tie, shirt, and cap.

The Present: (Girl representing Present comes in front of curtain.)

But now we dance with willowy grace
Regardless of time, regardless of place.
We sit and we stand with a sense of rhythm
We see others tumble, and then tumble with 'em.
We have learned to be skilled in this day and age
Ring tennis, and bowling, and ping-pong the rage,
When anyone asks we need not lament,
For we know how to play in this grand Present.

Action: Eight girls—Strut routine with canes.

Music: Any popular number—4/4 time.

Costume: White blouses; red, white, and blue figured material for long pants and capes; canes, wound with red, white, and blue paper and streamers.

Present speaks:

We have learned to be skilled, in this day and age,
Ring tennis, and bowling, and ping-pong the rage.
In shuffleboard, high scores we'll make
Good practice for the trip we'll take.
When anyone asks us we need not lament,
For we know how to play in this grand Present.

Action: Bowling, ping-pong, deck tennis, and shuffleboard arranged on stage, so all activities can be done at same time.

Bowling (use Indian clubs and baseball)—three girls, 1 to bowl, 1 to get ball, 1 to set up pins.

Ping-pong—two girls (use small table.)

Deck tennis—two girls.

Shuffleboard—two girls.

Costume: Regulation gymnasium rompers.

Present speaks:

We stand and walk with a sense of rhythm
The newest in streamlined effect is given.

Action: Two girls enter, one with good posture, the other with slouched poor posture. The first recites as she tries to make the second stand up straight.

"Posture Poem" by Percy Thayer of the Thayer McNeil Shoe Company, Boston, Massachusetts.

One, two, three, four, five, six, seven,
Stand up straight and go to Heaven,
Pull back your shoulders and pull in your chin.
You look much better with your "tummie" in.
Point your feet forward is the way to go
Stand firmly on both feet, too,
Imagine your embarrassment if you walk like a duck,
If a gym teacher spies you, you're just out of luck.
With a debutante slouch you're in for T.B.
Take a hump from your spine, grow tall like a tree.
Cleopatra won Caesar by her posture we're told,
If you slouch over now, you'll do worse when you're old.
So stand up straight and you may win a prize,
And you'll surely look better in everyone's eyes,
So pull back your shoulders and pull in your chin,
You look much better with your "tummie" in.
(Exit—both in Good Posture.)

Present speaks:

With ease and grace the tumblers clown.
First they're up and then they're down,
So watch their antics old and new,
That the tricks *you* miss will be but few.

Action: Tumbling routine and pyramids. Sixteen girls.

Costume: Regulation gymnasium rompers.

Music: Piano music played softly.

(This number was presented in an effort to portray the difference between the modern high school social dancing and the correct method of social dancing.)

Present speaks:

You look like a corkscrew
When you dance the way you do,
I've heard you just can't straighten up
Is this report quite true?
If in a glass we saw ourselves
As we danced around the floor,
I'm sure we'd get an awful shock
And dance this way no more.

(Several couples, (boys and girls) dancing in modern high school style—heads together, round backs, etc.)

After one chorus of dancing:

Speaker:

I've heard it said by those who know
"Position's everything in life."
So why dance like you're weighted down
With troubles and with strife?
If you could only see yourselves
As other people do,
I'm sure you'd straighten up and dance
The way most nice folks do.

(Same couples dance one chorus in proper manner.)

The Future: (Girl representing Future comes in front of curtain.)

You don't know and neither do we,
What will happen, or where we'll be,
But we'll be bold and make a prediction,
It may be the goods, or it may be fiction,
All the Sub-debs in the land
Will dance in time with the newest band,
All the schools will be kingdoms for dubs,
And everyone will join the Leisure Clubs.
Morning, noon, and night we'll play
Because there'll be no other way
To spend the leisure that's coming to you,
So here's to the Future, may it all come true!

Action: Eight girls—Advanced tap routine.

Music: Popular music—4/4 time.

Costume: Blue and white checked dance outfit, blue socks.

Future speaks:

We've learned a million tricks to do,
We've learned the old, we've learned the new.
Shall we by playing from morn till night
Lose our breadth and lose our height?
Shall we find in this dizzy race
That leisure leads us a strenuous pace?
For every sport will become a game
For the halt, the blind, and even the lame,
We'll play them all just sitting down,
And taking it easy, dance and clown.
We may forget that play means work.
We may get lazy and duties shirk,
But if we do we know we'll be
Undeveloped as midgets and quite as wee.

Action: Sixteen girls, eight in front, eight in back.

Front row: Girls seated on backless benches, blankets covering them from hips to floor. Sneakers laced on hands (as feet) resting on the laps of seated girls.

Back row: Girls kneeling in back of front row, completely out of sight. The stage curtain can be drawn between the two rows to make a dark background for the midgets. The arms of the girls in the back row are inserted as far as the elbows, under the arms of the girls in the front row.

Thus with the legs of the front row girls covered, sneakers on their hands, and the arms from the girls in the back row, the result is very short figures which can work in unison as midgets.

A short drill of Danish exercises or a simple dance routine.

Future speaks: (Enter girl dressed in gypsy costume, holding a crystal glass.)

Now pausing to peer in the crystal glass
We'll see what the Future will bring to pass.
In every land, in every port
You'll see the girls in active sport.

(Gypsy sits on floor at side stage, peering into glass.)

In winter the skiiers and skaters will try
To perform with skill—may they do or die.
(2 girls)*
When spring comes round with its balmy days
The riders will canter through dawn's first haze.
(2 girls)
As the temperature rises and days become long
You'll see the swimmers skillful and strong.
(2 girls)
For those who prefer more strenuous sport,
Tennis, golf, and roller skating will make the days seem too short (4 girls)
When the long summer day at last is spent,
We'll dance with grace and relax with content.
(2 girls)
School-time subjects will enhance the fall
When points are gained in basket- and baseball
Hockey and soccer will take their turn
And be much simpler than Latin to learn.
(4 girls)
So as our gypsy peers with a lingering glance
We sincerely hope that she's not in a trance
And that M. H. S. in 1940
Will be "the Top" in all that's sporty.

Action: Sixteen girls, eight from each side, enter, do short dance routine in straight line across stage, ending in a tableau for the end of the program.

Formation for dance routine before going into tableau: (Arranged so costuming would be the same on each side of line.) Arrangement from left to right: (Numbers indicate places in closing tableau.)

1.	Ice skating	Ski suit, ice skates
11.	Horseback riding	Riding outfit
13.	Swimming	Bathing suit, slacks, and beach coat
15.	Dancing	Same as in Future, advanced routine
5.	Baseball	Bat and ball, gym rompers
6.	Basketball	Basketball, gym rompers
10.	Tennis	Sport clothes, tennis racquet
7.	Roller skating	Sport clothes, skates on feet
8.	Roller skating	Sport clothes, skates on feet
9.	Golf	Sport clothes, golf sticks in bag
3.	Hockey	Gym rompers, hockey stick
4.	Soccer	Soccer ball, gym rompers
16.	Dancing	Same as above
14.	Swimming	Same as above
12.	Horseback riding	Same as above
2.	Skiing	Same as ice skating, carry skis

(Properties are carried as girls promenade across stage, but not during dance.)

Formation for closing tableau:

YOURS FOR SPORTS

1 2
3-4-5-6
11 12
7-8 13-14 9-10
15 16

(Sign in large printed letters, three feet high, nailed on wall, back stage, covered until now, high enough so heads of girls 1 and 2, standing on stools would come between words.)

* As each descriptive verse is read, the girls representing the sport, dressed in appropriate costumes, promenade across the stage, from alternate sides.

Folk Dance in the Rhythms Program

For High School Boys and Girls

By

ELEONORE GROFF ADAMS,

Mechanic Arts High School, Saint Paul, Minnesota

"I argue only for the spirit of the dance, the letting go with the mind and muscle in play activities which give release to timeless biological patterns, and so bring rest and peace."
—STUART CHASE.

FOLK dances in the rhythms program have usually been treated in such a manner that they have been accepted to be limited by their "imitative" character. It is true that because they are traditional in form and symbolism they can, perhaps, never really approach anything "creative" in nature. Usually, too, they have been relegated to the elementary grades, and because of this a frequent comment heard from high school students is, "folk dances are childish stuff." However, "the Round of the child was once the dance of the adult" and it is our belief that the fact that high school students are approaching adulthood is a really *fine* reason for allowing them to learn folk dances, but in a way that *adults* have done them through the ages.

We believe, too, that often there exist reasons why the purely creative or interpretive dance is impossible, or at least not too successful at the secondary school level. We mean, for instance, lack of sufficiently able and accomplished pianists and accompanists, or perhaps even the actual lack of a piano, or the absence of good material from the standpoint of the dancers themselves having little or no creative ability. We have also found that often girls at the high school level do not register for classes in pure interpretive or creative dance, because they are not equipped with a sufficiently fluent experience of historical and accepted rhythmic patterns, or have too meager an appreciation of music, to be able to express themselves freely and happily through the use of the whole body. Often, too, the high school administrative heads feel a definite call to restrict the interpretive dance form of expression.

The above limitations have existed for us for several years and in several schools and localities. We wondered if perhaps we had not been neglecting some phases of folk material which might, if rightly and richly enough used, approach to some extent the more usually accepted artistic, creative dances. So we decided to try out a fuller method—one which really represents a correlated procedure, making use of all the related arts that found root in folk life. After all, in the field of music much time and respect is extended the study of folk songs and historical melodies. In the artistic world generally, folk art is acknowledged to be of historical value, if nothing more. Why then, should we not extend the study of folk dances beyond what is given in the elementary grades, where at best it can only be done in its simplest forms, up to the high school level or even college, where the dancers can really appreciate, from the standpoint of *adults*, what real charm there is in the folk dance. We decided, as we said above, to try it, at least.

TO DEVELOP our application of folk forms we decided that to lift them out of the superficial treatment which they are given in the elementary schools, we should have to build up a *need*, even though it be an artificial need, for using the traditional national dances. And before we were even definitely thinking about how we should go about it, there actually arose a two-fold need in our own school. One need was material for the preparation of assembly programs or annual demonstrations, and the other necessity was to enliven our school parties which seemed so empty of group fun and group activity, a situation unfortunately making some individuals feel "left out" and consequently unhappy.

Entertainment committees naturally turned to the department of physical education for help in solving this "party" situation, and here is where the idea was born to correlate several types of student interests into the preparation of a "festival," many of the dances of which would be sufficiently simple and recreative in nature to be used later at school parties, or even community or family parties, both for the all-girl groups and for the mixed boy and girl groups.

With the thought of the festival as the final goal in mind we began a fairly earnest study of several national dances. We immediately felt the need of extensive library work, of sewing, of singing, of many activities not generally included in the ordinary dance class. In order that individual differences in talents and inclinations might be respected, we allowed the students to choose their place on committees. We have functioned this year through the following committees: (1) library or reading committee, (2) costume committee, (3) music committee (both instrumental and group singing), (4) stage committee, (5) crafts committee, (6) expression or dramatics committee, (7) "ballet mistress" for want of a better name—this girl is responsible for helping the girls learn the routines when they are once decided upon, (8) "ballet master"—this is a boy who teaches the boys their routines.

To learn the fundamentally necessary patterns of the waltz, mazurka, schottische, and so on, we tried to find a

natural (or you may think it artificial) need for knowing them. Let us take, for example, the way in which we applied the learning of two so-called "steps" or patterns—the waltz and the schottische, both of which would undoubtedly occur in the dances in the festival.

THE waltz is perhaps most attractive to young dancers in adaptations of Spanish dances. That, then, would be our application of that particular 3/4 time for our problem. Then in trying out several rhythms on the piano which suggested 4/4 or 2/4 time of the schottische, the music of "The Pirates" from Helen Frost's book was played to the group. It caught their fancy, and they wanted to "learn" the pirate dance. All right, but first they had to *be pirates*. So the library or reading committee began to collect the books and pictures that told pirate stories or customs or background. Both the school and the public librarians assisted generously. The stage committee was called upon to lay out (with the help of a great deal of imagination, we admit) the deck of a pirate ship or a pirates' lair on a rocky coast or island. The costume committee brought in sashes and daggers and boots and earrings. More pirate customs and characteristics had to be learned to interpret true pirate characters. The fact that this particular pirate dance paraphrased sailor life brought the music committee to see that they had better teach their classes some chanteys. For days the gymnasium rang with—"Blow the Man Down" and "Hey, Rio." Sailors sang lustily as they pulled up the ropes. City high school girls, supposedly so sophisticated, became the finest of "make believers"—strutted and sang and "play acted." They soon found their band needed a captain or chief, and eventually, after a series of try-outs engineered by the dramatics committee, a true Captain Kidd boldly mounted the seaman's chest, therefrom to rule his band.

Somehow through the reading of pirate stories it was learned that the coast of Spain was often raided by pirate bands. Ah—Spain—the land of the waltz! Suddenly all their attention flew from the schottisching life of a bold, bad pirate to the graceful gyrations of Spanish waltzers. Castanets clicked all over the place. The teacher of Spanish, who had spent some time in Spain, contributed much background. One girl prepared a term paper for her language course on "Spanish Dances." Several girls became fairly realistic senoritas, mantilla, castanets, and all.

The writing committee now felt that enough material had been assembled to be gathered into a little skit or sequence, which would cover all the activities or group singing, costuming, crafts, designing, and all, and now let us part the curtain to see the result.

"Pirates and the Coast of Spain."—The curtain opens on the Bold Bad Pirate Captain posed nobly on a chest in the center of the stage. Behind him seven pirates are pulling up the ropes of some kind of a boat, singing a chantey as they pull rhythmically. On small kegs in the foreground to left and right are a few pirates who apparently have quaffed too freely, and are consequently quite willing to sit while the rest do the work. At the close of the singing one sits down on the coils of rope, after the Captain has commanded the rest to continue their festivities. He has beckoned his gallant band to "dance"; they do, burlesquing the sailor's hornpipe. Suddenly the Captain spies another boat approaching, finds it to be another part of his band, who pull 'long side, and drag in their captives, evidence that they have raided the coast. The dress of the unfortunates shows them to be from the land of Spain and evidently of high family. They are an old man, with two comely daughters, and a young man. True to pirate custom, tortures are planned for them—the young man is to "walk the plank," while the old man is to be set free, provided his daughters dance to the satisfaction of the pirate band. They dance a Spanish waltz and the curtain closes, as the band signifies its approval and their chief unshackles the bonds of the old man.

This, then, illustrates how the two fundamental patterns of schottische and waltz were learned, in a manner which minimized the purely imitative features of method, and gave opportunity for a fair amount of creative ability being exercised. Besides it showed that in even as small an undertaking as this there was entailed the full help and cooperation of the school librarian, the home economics department, the art department, the stage force, the music department, the Spanish department, and creative writing. The teachers in these related fields gave generously of advisory help as well as specific assistance to each of the committees. This method of motivating the learning of these two dances and the chantey also involved the device of field trips, one to a theatrical establishment to see a typical sea chest and pirate costumes, another to the Art Institute for a similar purpose. Besides all this, this number met the first mentioned purpose, that of supplying a number for use in the school assembly which the dance group was scheduled to put on.

NOW, this same general method will go on through the remainder of the semester until the festival in May. We shall present one unit of the festival plans, but the entire plans entail a much wider scope of activities.

The library committee assumed the task of securing descriptions of European festivals in general, so that the class might choose which one they would like to study more fully. Our librarian at school gave them the happy lead of looking for the description of the "Meistertrunk Pageant" at Rothenburg, Bavaria, in the 1926 files of the *National Geographic* magazine. Then they arranged for a talk on European Festivals by our visiting teacher, who has visited Europe several times and who is especially interested in folk customs. A member of the class contributed more files of the *National Geographic*, and in them was discovered another fascinating festival in the Chess Festival in Stroebeck. Many other such community pageants were described, many of course having root in religious rites and feasts. Through them all ran the unwavering fact that the European girls of these picturesque communities made elaborate preparations for their participation in these annual celebrations by fashioning and embroidering lovely "Festival, Holiday, or Bright Sunday" gowns.

The project then assumed the plan that our girls would

make *their* own holiday or festival gowns. The Scandinavian folk song, "The Reaping of the Flax," pictorially describes the stages of the evolution of the "Bright Sunday Gown." With the singing of the folk song came the consciousness of its definite and delightful rhythm—the "sound of the loom" and there followed almost spontaneous desire to learn the figures of the accompanying dance "Reap the Flax."

The costume committee made a field trip to the needle art departments of our largest department stores to see what lovely effects were produced by the so-called "peasant embroidery" and "peasant linen." (As an aside, we might mention that perhaps one reason why the sewing side of this project has been so popular is because peasant embroideries are being featured in the needle art world right now, and the whole thing is therefore rather timely.) Elements of color and design were taught through the construction of cross-stitch patterns on checked paper, later to be embroidered on blouses and aprons. While the girls sat and embroidered, the library committee continued its work of informing the class of further background for festivals. It read historical accounts of folk dances, folk customs, the symbolism in folk dances, from the books by the Kinneys and Scott, as well as the *National Geographic*. A bulletin board for scrapbook clippings for national costumes was begun and is still being kept up. We have a kodak picture record of this combined sewing, reading, singing activity which was conducted twice a week for some three or four weeks. A representation from the class attended the Ukranian Folk Ballet in Minneapolis last month, and reported to the class at the following sewing meeting.

Our girls have decided that in order that their own festival be somewhat more realistic, a village square will have to be reconstructed in our gymnasium. So the stage committee is now busy planning and sketching, trying to devise a means of converting our floor into a European village, with its typical well, traditional town hall, historical clock and chimes, and turrets and lookouts on the town wall. The pictures of Rothenburg and the Meistertrunk pageant have inspired this design. The entire layout of the festival will embrace the elements of all such holidays, and will include specifically a processional, a tableaux of the historic Meistertrunk and the dances on the green, the visit from royalty, and so on.

The dances on the green will furnish gymnasium classes (including one boys' class) with rhythms activities until about ten group dances will have been learned. These will be drawn from many national sources in order to have greater educational value, even though we realize that we are jeopardizing some of the historical and artistic effect by this mixture. These dances will be the basis for carry over to the school parties, which were mentioned near the beginning of this discussion. It might be of interest to list a few of the other by-products of this whole project. We have found that by making their own festival gowns our girls have inspired other girls to make pretty peasant blouses for sportswear. In other words, the interest in this related activity has further spread to the girl population of the school. Still another concomitant interest grew up in study of engravings or etchings, for it was found that many of the pretty etchings used for Christmas greetings in this country are sketches of historic spots in Rothenburg, brought to this country by tourists who have visited the very Meistertrunk pageant which the class is following. Our gymnasium office now harbors one of the etchings on its walls. One other by-path of learning of a related art was also planned but its realization has had to be postponed temporarily. A woman who was once a buyer of dishes and dinnerware for a large department store is to tell our girls of the interesting and artistic side of the prominent peasant chinas, or of distinctly national potteries. The potter's art has always been one of the outstanding folk arts, and we are sure that the hour devoted to a discussion of this subject will be most fruitful for the girls. And so each week there is unraveling one more thread of preparations for our all-gymnasium holiday.

WE cannot, of course, reproduce the entire festival for you here, but perhaps this concluding group of rhythms, put together by the combined efforts of all the committees will show you how the student group is preparing itself for the gala time. And we feel confident that this general method of treating the folk material is justified through the real joy and near-creative talents that it will have called forth from the student body. This skit also follows our usual plan of including the group singing, the use of the traditional musical instruments (in this case the accordion), a dance full of symbolism, and one that has great recreative and social values—all of these being elements of a method utilizing intercorrelation of all the arts.

"Bright Sunday Gown" or the Festival Gown.—The curtain parts to reveal a Swedish mother in center, spinning diligently, while four girls at her right turn imaginary spinning wheels and guide shuttles in pantomime, "thump, thump, thump, hour after hour the voice of the loom." On the left, three neighbor girls are embroidering and stitching on festival gowns. *All* are singing the folk song "Reaping the Flax," bringing out clearly the words "bright Sunday gown." (Sunday is, of course, the holiday or festival time of these European villages.) Two stanzas are sung while the three girls on the left bring their handicraft, one at a time, to the woman for suggestions and help. Then the four on the right and one from the left rise and *dance* the spinning and weaving figures of the corresponding folk dance. The atmosphere is gay and happy, for the girls are preparing the costumes they are, true to their village custom, to wear to the Festival. Perhaps some of them are even embroidering the shirt of their betrothed, also according to custom. The afternoon is spent in this picturesque home-textile industry, and at its close in come four or five young men from the land. The woman smiles and admonishes them, "Now stop the work, enough for today, go from the loom and go out to play. Stuff we have made for the Bright Sunday Gown, now let us dance till sun-down," suggesting that they learn some of the dances which they shall be doing on

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The Nielsen Method of Artificial Respiration

By

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IT WAS my privilege during the past summer in Denmark to meet Colonel Nielsen and his son who are in charge of the Danish Life Saving work, and whose work in artificial respiration is, I believe, little known in this country. I was particularly anxious to learn more of the Colonel's method as I had heard that it was considerably more effective than the Schaefer method which I had for long believed to be the best.

Following my talk with the Colonel and as a result of my use of it since, I have become convinced that the Nielsen method is superior to any natural method yet devised. The reasons for this are:

1. It is based on the same principles as is the Schaefer method, but it goes one step further. It depends not only on the forced expiration of the air from the lungs with a natural recoil, but it includes also a forced inspiration. Thus, as has been shown by physiological tests by Nielsen and others, it greatly increases the amount of air exchanged during each respiration.

2. It offers the subject a fuller range of respiratory movements which more nearly correspond to natural deep breathing. It correspondingly offers greater stimulation to the heart.

3. It decreases the potential danger in the Schaefer method of causing internal injuries because of too great pressure on the abdominal organs by having the pressure applied directly on the shoulder blades, a part of the bony cage which protects the internal organs.

4. It provides, for the operator, a more effective and easier position from which to operate. It allows for a continuous, rhythmic movement which is easy to learn and to maintain for an extended period of time without undue fatigue.

5. It provides greater opportunity for other assistants to render valuable aid unhindered by the operator's body.

It is with the hope of advancing the theory and science of artificial respiration that I present this method to the physical educators in America in order that they may help to better equip the average person to render this valuable service efficiently and easily when occasion arises.

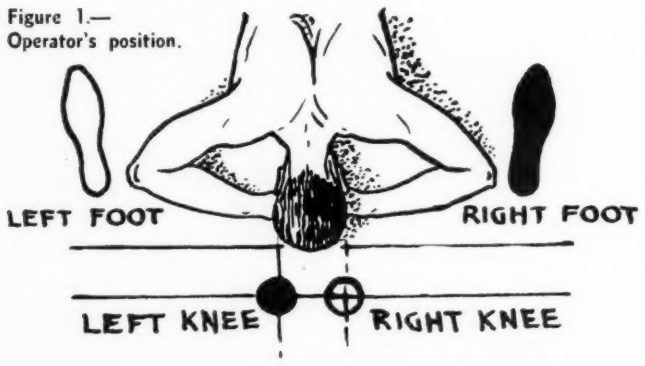

Figure 1.—
Operator's position.

Instructions for Colonel Nielsen's Method

"If attempts to restore life are to be successful, prompt action is essential, and the sooner artificial respiration is started the greater are the chances of success. Everyone must be made to understand that a person who is apparently dead must not be left to himself. If the first person on the scene is unfamiliar with the technique of resuscitation, he must not run away in search of a doctor or a first aid worker (this is a task for later comers), but he must at once set to work to roll the unconscious person over from his back to his chest and continue to do so until the arrival of persons capable of practicing artificial respiration effectively. . . .

"At the first possible moment the apparently dead person is placed on an even, level space. The operator or rescuer

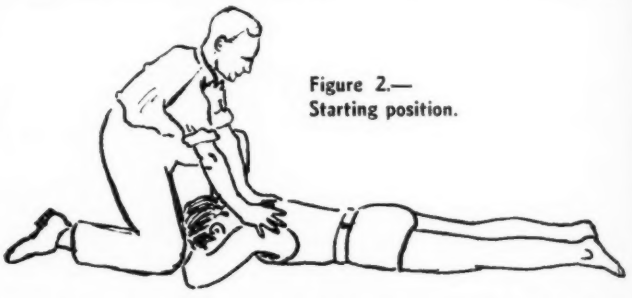

Figure 2.—
Starting position.

frees him as quickly as possible of garments fitting tightly about the neck, chest, and abdomen, and places him extended on his stomach, with his hands, one over the other, as a sort of pillow on which his forehead rests. The nose and mouth must be perfectly free. . . . In case difficulty is experienced in maintaining the position of the head, some slight support under the heels of the hands will cause the head to remain in the hollow thus created. . . . A handkerchief or something similar is placed under the face to prevent dust from entering the respiratory passages. A couple of slaps with the flat of the hand between the shoulder blades generally helps to open the mouth and makes the tongue fall forward, and the preparations are complete."

The operator assumes a half-kneeling position at the head of the victim, one knee resting by his head, and the opposite foot placed just outside of and behind his elbow. (See Figure 1.)

"Both hands, with the fingers widely separated, are placed on the patient's back in such a way that the palms of the hands rest on his shoulderblades, the thumbs pointing to the spine." (See Figure 2.)

"With his trunk swaying forward on his outstretched arms till their position is vertical, the operator now evenly and smoothly exerts diffuse pressure from above downwards over the patient's chest. This pressure from above is steadily progressive for two and one-half seconds. . . . (See Figure 3.)

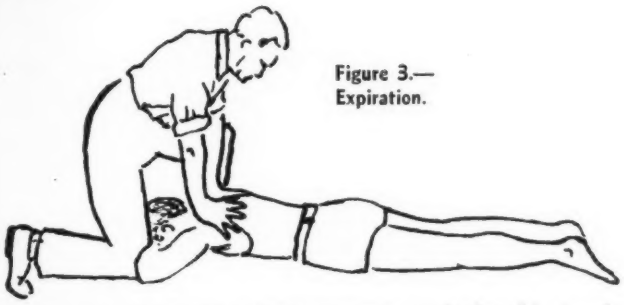

Figure 3.—Expiration.

"The operator now relaxes pressure, swinging his trunk back slightly and letting his hands slip over the patient's shoulders till they can seize his upper arms just below the armpits and well on the under side. He now slowly and partially lifts the patient by the arms for two and one-half seconds. (See Figure 4.) This lifting movement is effected with outstretched arms, and must not exceed in range or force the object required of it: namely, to expand the chest cavity by relieving a little of the pressure exerted on it by the patient's weight while inspiration is proceeding. The trunk is lifted but not raised clear of the ground, and the patient's forehead must remain as before on his folded hands. . . .

"The patient's arms are now placed gently in contact with the ground, the operator's hands slip forward again to their original position, the expiratory pressure is exerted anew, and the process thus continued."

Thus it can be seen that there is a forced or artificially created expiration during the period of the operator's pressure. This is followed by a period of natural recoil during which air passes into the freely expanding chest cavity. As the automatic intake of air from the natural recoil lessens, the operator begins the upward lift of the chest cavity thereby furthering the process of inspiration until a maximum intake of air has been achieved due to the elimination of external pressure on the lungs.

As the victim is again gently allowed to rest fully on the ground, the pressure of his own chest cavity starts the process of natural expiration. This, in turn, is augmented by that of the operator who adds his weight through his extended arms to further the expiration of the air in the victim's lungs.

Thus we have a fourfold process: forced expiration, natural recoil which starts the inspiration, forced inspiration, and natural recoil starting the expiration. The responsibility of the operator is to so time his assistance that he picks up the natural inspiratory and expiratory movements just as they are beginning to weaken and to continue them as though a part of the same movement. In this way a vastly greater amount of air is exchanged than if a forced inspiration and natural recoil only were used.

The question of timing in this operation is very important. For an adult it was found that the most satisfactory rhythm required about seven seconds for each complete cycle. This allows a downward pressure of two and one-half seconds, one second for natural recoil, two and one-half seconds for raising the chest, and one second for a resumption of the normal position.

This can either be counted, as Nielsen suggests, with four counts to each inspiration and each expiration, making eight counts in the seven seconds, or better yet, I have found that if the operator himself breathes in time with his movements, with slow and full inspirations and expirations he will very readily fall into the correct rhythm of eight or nine cycles to the minute. It was found that if a higher rate of speed was maintained the carbon dioxide content of the air would eventually be so lowered that it would not afford the natural stimulation to respiratory movements desirable for normal conditions. The reduced rate of speed is, therefore, recommended.

"If the patient shows signs of returning life (usually by gasping or moving slightly), artificial respiration is continued for some time still, until the return of life is assured; but as soon as any signs of returning life are noted, and the pulse can be felt, the lifting of the arms is discontinued. Henceforth the movements are limited to the gentle, slow, gradually increasing pressure exerted on the patient's shoulder-blades, the expansion of the chest being left to automatic action as the operator swings back to his original position. The diminished ventilation of the lungs under this procedure will, when life begins to return, increase the concentration of carbonic acid to such a degree as to stimulate the respiration center to greater activity and thus hasten the return of normal breathing."

During the time that the operator is practicing artificial respiration there is ample opportunity for others, unhindered by the operator's body, to render application of hot pads, warmed stones, etc., and to vigorously rub the parts of the body towards the heart to stimulate the circulation.

"The artificial respiration is continued uninterruptedly until signs of life return. Even if success seems doubtful, one should continue for four to five hours or until a doctor declares the victim to be dead. Changing operators, or shifting from one knee to the other is readily accomplished."

The after treatments are the same as those usually prescribed for shock or for recovery from drowning.

"The patient should be kept in a reclining position; he should be kept warm through the use of blankets, hot water bottles applied to his feet, sides, and under his armpits. When he has recovered sufficiently so that he is able to swallow he may be given small quantities of stimulants such as aromatic spirits of ammonia, hot coffee, tea, etc. If the patient is so weak that he does not swallow or move his throat when a couple of drops are put on his tongue, he should be given nothing for fear of again causing strangulation. Instead, in order to promote the action of the heart, drum directly over it for a couple of minutes with the thick, fat end of the thumb, repeating these rapid and quite hard blows about two hundred times. The heart massage often

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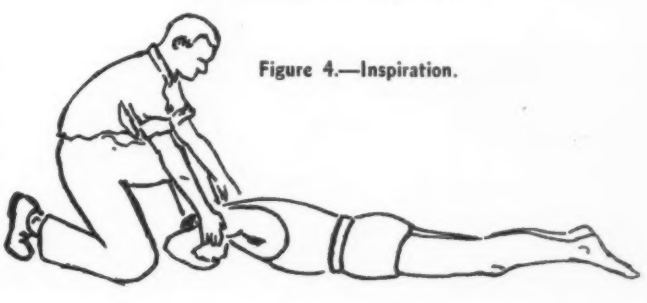

Figure 4.—Inspiration.

Marching and Pyramids

By

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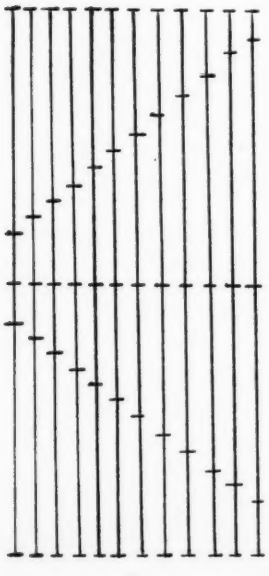
THIS drill consists of fancy marching movements alternated with stationary or marching pyramids. The present arrangement is for twelve participants but with slight modifications nine or eighteen can take part according to the size of the area available. The space needed for the drill as presented with twelve participants is about forty feet long and thirty feet wide. Time required for drill is about eight minutes.

Drill

Performers line up at company front, at *near end* of performing area. Shortest members at right end of line, tallest at left. Number from one to twelve starting at right end.

Fig. 1.—Company Open and Close Order

Movement starts from company front with "half step." The performers advance in turn. No. 1 advancing first, others follow in order.



A

1 goes forward followed by 2, 3, 4, 5, etc.

2 place R hand on L shoulder of 1 when arms length forward.

3 place R hand on L shoulder of 2 when arms length forward.

4 place R hand on L shoulder of 3 when arms length forward.

Raise hand to shoulder with arm straight. Make movement precise and pronounced. When 12 raises hand to 11 shoulder—then 1 mark time—all advance forward and mark time in turn—replace hand to side with precise movement. When 12 reaches company front he at once advances forward as follows:

12 goes forward followed by 11, 10, 9, 8, etc.

11 place L hand on R shoulder of 12 when arms length forward.

10 place L hand on R shoulder of 11 when arms length forward.

9 place L hand on R shoulder of 10 when arms length forward.

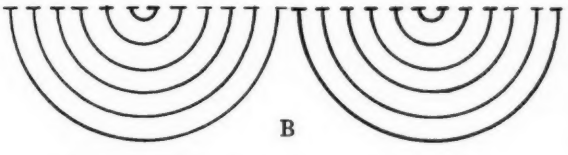
8 place L hand on R shoulder of 9 when arms length forward.

When 1 raises hand to shoulder 2, 12 marks time and all close order to *company front* lowering hand in turn. Movement ends at *far end* of area. Diagram A.

Fig. II.—Platoons Right and Left About

From company front platoons execute *one-half wheel:*

No. 1 to 6 wheel R about
No. 7 to 12 wheel L about
} 16 steps—Diagram B



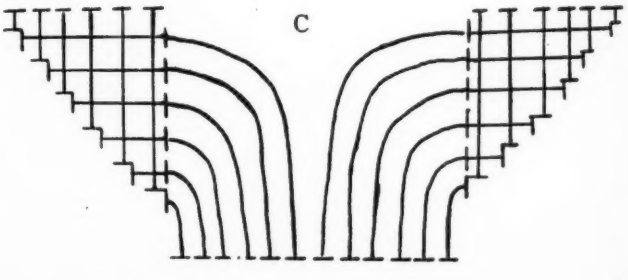
B

Fig. III.—Platoons Open and Close Order

Platoons execute figure similar to 1—platoons opening order, the arms are to be raised in manner indicated for preceding figure.

1 goes forward followed by 2, 3, 4, 5, 6
7 goes forward followed by 8, 9, 10, 11, 12

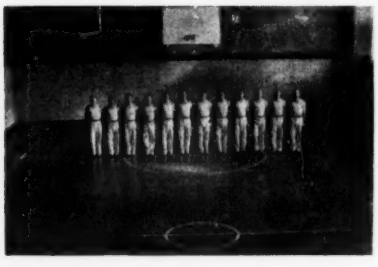
when open order is formed—all lower hand, face inward, and advance forward to platoons, then platoons wheel to company front—Diagram C.

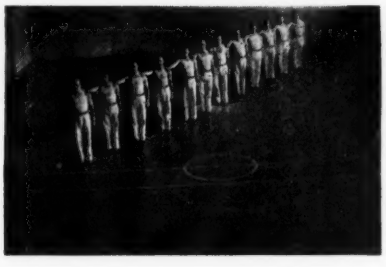


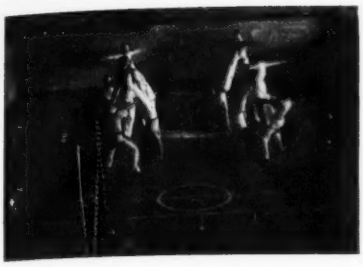
C

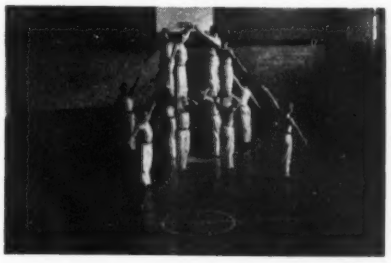
Fig. IV.—Forward and to the Rear

All marching movements starting with figure IV are executed at full step advance in company form to near end of area, then execute *to the rear* and immediately:









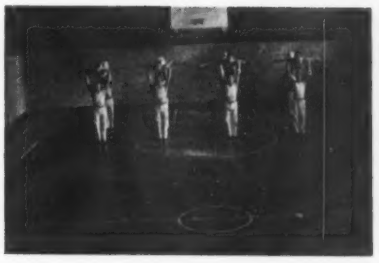


Fig. V.—Right by Threes

The first three go forward—each other three execute threes R, and then advance and follow the lead three. Diagram D.

D

Fig. VI.—Form Cross and Square

While in column of threes execute: Column left at center of area—execute a full wheel. When first three have reached their starting point the threes form a square, facing out by pivoting on center men of each three; i.e., outside man moveing back slightly—inside forward. Diagram E, F, G.

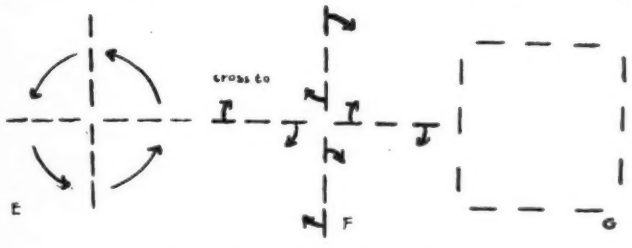
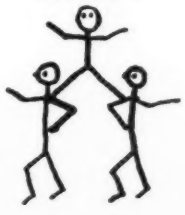


Fig. VII.—Rest and Swing

From square formation the center man of each three mounts to a free support on shoulders of his partners and then flexes thighs, and swings forward and backward as follows:

Counts	1- 2	Hands to shoulders
Counts	3- 4	Mount to Rest
Counts	5- 6	Flex to one-half lever
Counts	7- 8	Swing legs to rear
Counts	9-10	Swing legs forward
Counts	11-12	Swing legs to rear
Counts	13-16	Position (Top drops to floor on 13 count)

Pyramid I



Pyramid I is formed one on each side of the square—with the legs of top man swung out of square and inside of square alternately.

Fig. VIII.—Threes Wheel and Handstand

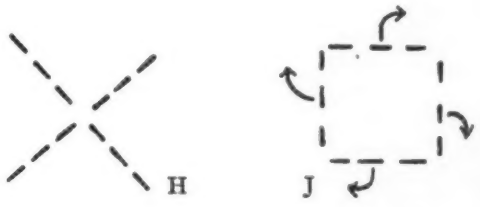
From square—each three execute a threes left wheel (16 cts.) on movable pivot—then execute handstand as follows:

Pyramid II

cts. 1-2 all face to center man
cts. 3-4 man on L handstand
cts. 5-6 man on R handstand
cts. 7-8-9-10-11-12 hold handstand
cts. 13-16 position in square facing out

Fig. IX.—Wheel to Diagonal Cross and "Two on One"

From square formation each three executing a ¾ wheel to the R on a movable pivot, to a diagonal cross. Diagram H and J.



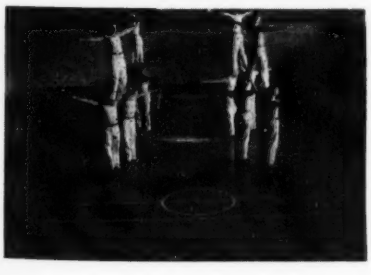
Execute Pyramid III each set of three forming the cross with the head of the bottom man toward the center of the cross and the handstand man outside—as follows:

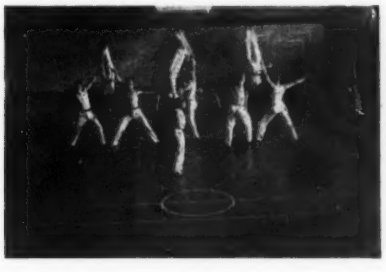
cts.	1- 4	Bottom man down on hands and feet—face up
cts.	5- 8	Center man mounts to bottom man's chest and shoulders
cts.	9-12	Handstand man prepares to mount
cts.	17-24	Hold Pyramid
cts.	25-32	Dismount to attention in cross
cts.	13-16	Handstand men mount

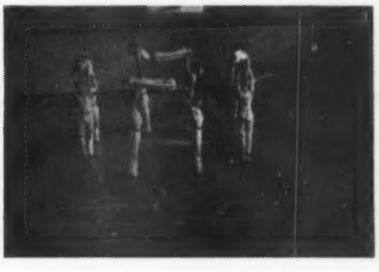
Pyramid III

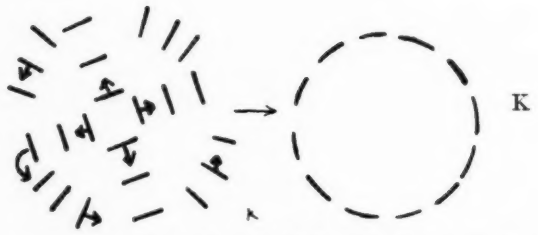
Fig. X.—Form Circle—Dips—Headstands

From diagonal cross face out and form circle as in diagram K. Execute this movement in 14 counts—face out and halt; then while in circle all execute the following:









ct. 1-2 Knee bend rest (full squat hands on floor)
ct. 3-4 Extend thighs to front leaning rest
ct. 5-6 Each place L hand on shoulder of man to left
ct. 7-8 Replace hand to floor
ct. 9-10 R hand on shoulder
ct. 11-12 Replace hand to floor
ct. 13-16 All lower trunk to prone position, hands on floor at chest
ct. 17-18 Center men of threes *push up* to front leaning rest
ct. 19-20 Outside men of threes *push up*—centers return to prone position
ct. 21-22 as 17-18
ct. 23-24 as 19-20
ct. 25-28 as 17-20
ct. 29-32 Return to knee bend rest (squat with hands on floor)
ct. 33-36 Bend trunk touching forehead to floor
ct. 37-40 Push up to headstand
ct. 41-44 Hold headstand
ct. 45-48 Return to position of attention then left face
Threes left oblique to a cross

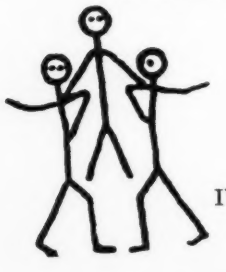
Fig. XI.—Rest and March

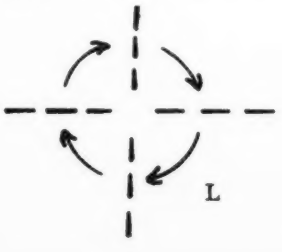
Same as Figure VII only the center man retains his rest position without swinging—while bottom men march around in cross. Execute as follows:

ct. 1-4 Center man mounts to rest
ct. 5-10 Execute ¼ wheel in cross
ct. 11-16 Execute ¼ wheel in cross
ct. 17-28 Execute ½ wheel in cross
ct. 29-32 Top men dismount to attention in cross of threes

Fig. XII.—Outside Wheel—"Shouldermount and Wheel"

cts. 1-8 Threes outside one-half wheel—Diagram L.
cts. 9-24 Mount two high—center man on shoulders of bottom men as in Pyramid IV.





cts. 25-40 Execute ½ wheel with man on top
cts. 41-48 Top man dismount, re-form three

Fig. XIII.—Form Circle—"One Horizontal on Two"

cts. 1-8 Threes oblique to single circle as in diagram K and march one-half way around.
cts. 9-16 Form Pyramid V as follows:

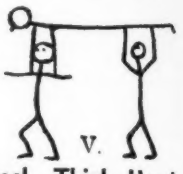
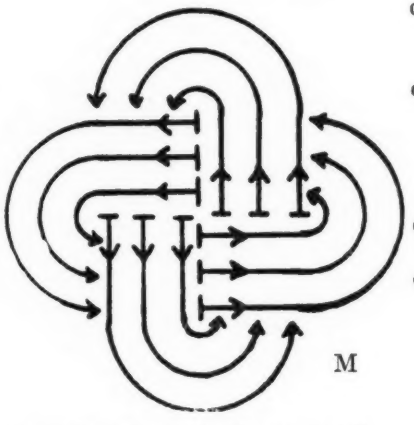


Fig. XIV.—Wheel—Open Cross—Wheel—Thigh Handstand



ct. 1-8 Threes wheel inward to cross
ct. 9-12 Advance forward 4 steps (away from cross) Diagram M
ct. 13-20 Threes ½ L wheel—(M)
ct. 21-28 Forward march—passing three cross to open on other side (M)
ct. 29-36 Threes ½ left wheel (M)
ct. 37-44 Forward march 4 steps to cross (M)
ct. 45-52 ½ wheel outward to position of diagram L.

In open position (L) execute pyramid VI:

ct. 1-4 Place in position for mount
ct. 5-8 Mount to handstand on thighs
ct. 9-12 Hold
ct. 13-16 Dismount to attention in threes

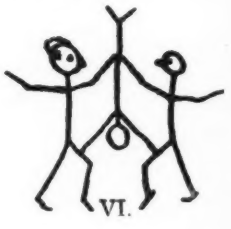
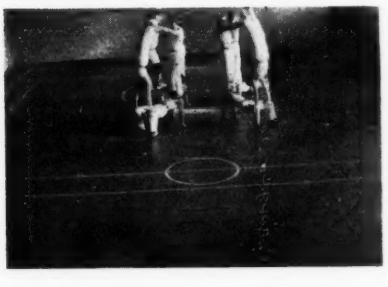


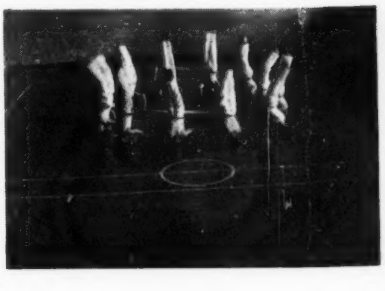
Fig. XV.—Outside Wheel and Stand on Hands and Thighs

ct. 1-16 Threes outside wheel in open cross and form Pyramid VII as follows:
ct. 1-2 All take positions bottom on outside facing in
ct. 3-8 Top mounts to stand on thighs of bottom
ct. 9-16 Handstand man mounts to position with feet against chest of *top* man
ct. 17-24 Hold pyramid VII
ct. 25-32 Dismount to threes

VII.

(*Continued on Page 63*)





Rating Scale for Basketball Officials

By
ROBERT RUBIN
Henry Street Settlement,
New York City

THE NECESSITY for a basketball officials' rating scale has been made imperative by the increasing popularity of basketball with the correspondingly increasing number of officials. Good officials are scarce, mainly because they do not know exactly on what phases of the game to concentrate their training. Coaches base their choice of officials more or less on a subjective judgment, and the attitude has been that to please the coach means more work for the official. It can easily be seen how the game suffers.

Thus this attempt is made to devise a rating scale which will, in all fairness to the official, rank him according to his ability, and which will enable the coach to keep on file the ratings of officials throughout a season. This will be of valuable assistance to him in his choice for the following season. Furthermore, the coach can use this scale on new officials applying for work and in unimportant games he can obtain a preliminary view of their ability. In this manner excellent officials for major games can be assured.

The scale should assist officials in their training period, for by following it closely they will improve their technique, and by concentrating on the items in the scale they will know on what to place their greatest emphasis.

Sources of Data

The collection and treatment of data necessitated the perusal of literature outside the field of basketball as well as within. Very little material on officiating was found in accepted basketball texts. These books were written for coaches and players. Basketball officials evidently had to be born with the knowledge, yet the official in many instances decides whether the game is fast, interesting, spectacular, or otherwise. It is the wise official who knows when to use his knowledge and personality strategically. However, this knowledge is a premium to be gotten either through actual experience as a player (which does not mean necessarily the becoming of a good official), or through the accidental plunge into officiating via the manager route, or even the coach route. It is surprising that the admittedly most important single figure in the game should receive his training through such haphazard means, but such is the case. For this reason it is perhaps not surprising that, when collecting the standards for this

(*Continued on Page 60*)

RATING SCALE FOR BASKETBALL OFFICIALS

Official's Name ..... Rating ..... Date of Game .....
Home Team ..... Score ..... Time Game Started .....
Visiting Team ..... Score ..... Time Game Finished .....

PRELIMINARY DUTIES I		10
a) Arrived at specified time		1
b) Timers and scorers acquainted with respective duties		1
c) Determined upon signals to use to designate fouls and free shots		1
d) Designated the official score book		1
e) Scorers reminded to blow horn only when ball is dead		1
f) Inspected timer's watch		1
g) Length of playing periods determined		1
h) Ground rules explained to visiting captains and given choice of baskets and balls		1
i) Players given time to warm up		1
j) Game begun on scheduled time		1

GENERAL PERFORMANCE II		75
a) Strict and correct interpretation of rules		9
b) Decisions made consistently		9
c) Impartial decisions		9
d) Correct decisions; penalized those players who actually committed fouls, but appeared not to do so		9
e) Game well controlled		9
f) Fouls called closely		8
g) Penalized infringement of rules by players not in possession of ball, as personal fouls in back court, unsportsmanlike conduct		4
h) Used good judgment		9
i) Anticipated movement of ball; kept close to ball; ahead of ball		1
j) Ball skillfully handled in jump balls; ball tossed with a quick upward thrust perpendicular to floor with no advanatge to either player		2
k) Ball quickly put in play from out-of-bounds, after goals, jump balls, etc.		2
l) Moved with uniform speed throughout game		2
m) Decisions made in a sharp, clean-cut, decisive, and fearless manner		1
n) Announced score at each half		1

PERSONALITY III		15
a) Uniform distinct from either team		5
b) Cool, reserved and confident		3
c) Tactful		3
d) Neat appearance		2
e) Not pugnacious		2
Score.....		

Notes:—
To be rated day after game—
Minimum score for each item—0.
Maximum score—the score opposite each item.

Referee should be rated according to his performance, getting either minimum score or any score between the two. (Ex.: Correct decisions, etc., may be worth only 4.)

Excellent	90—100
Good	80— 89
Fair	70— 79
Poor	0— 69

Score..... Score..... Total score.....
Rated by.....
Date..... Position.....

Some Suggestions *for* Basketball Offense

By

ELIZABETH YEEND MEYERS

New York University

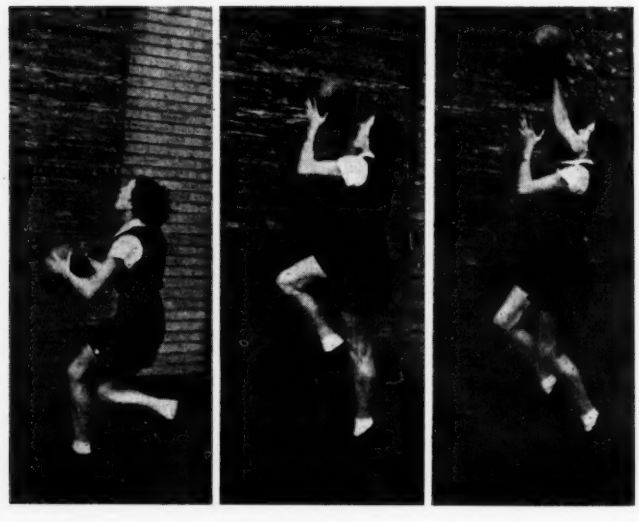
OFFENSE is the best defense.* The aim of every team should be to play offensive basketball. The essential thing is to keep possession of the ball. Teams or players who spend all their efforts in defensive play, running about the floor guarding opponents who have possession of the ball, and seldom obtaining and holding possession of the ball themselves, rarely succeed. It is for the sake of increasing the possibilities of basket shooting that players of all positions are trained in the fundamentals, skills, and tactics of the game.

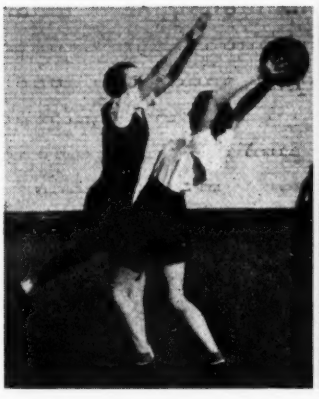
Floor Plays.—Floor plays are helpful if well timed and worked out. These should not be too complicated. The simpler they are the better and more workable. A team should not try to have so many plays that none are known or done well. Two or three are enough, as more tend to confuse the players. Timing is the most important factor in team plays. If a receiver gets to a spot before the ball she will be covered; if she is too late her teammate in possession of the ball will be covered and passing will be difficult. Many teams are unable to use floor plays because of lack of practice and understanding of timing.

Passing.—Passing and catching are two of the most important techniques in the game of basketball. Good passing is an essential characteristic of an outstanding offensive team. Too often players and instructors neglect the importance of this phase of the game. It is most common to see beginning players receive the ball and throw it in any direction, at any speed, or any height, just for the sake of getting rid of it.

* Published with the approval of the Subcommittee on Women's Basketball of the Women's Athletic Section of the A.P.E.A.

An underbasket shot from the right when in motion.





Stationary two-hand overhead shot, easily guarded, vision obstructed, and body off balance for follow-up.

A two-hand underhand shot which is very easily guarded because shooting motion starts low.

Advanced players as well as beginners are very apt to throw the ball at a teammate's feet, or too low to be handled easily. If the ball travels in the right general direction, many players have the erroneous idea that they have done their part and the rest is up to the receiver. Passes which require a receiver to stop, reach back, or retard her speed are poor. Passes which are so swift that they are uncontrollable are poor. Accurate, well-timed passes are essential to smooth team play. The ball should be waist or chest high when it reaches the player. It should be ahead of her, and not be so slow and high that it is easily intercepted.

One of the most successful girls' basketball teams I have ever known had little or no proficiency in tactics such as pivots, feints, and juggles, but their passing, as far as timing and accuracy were concerned, was not far from perfect.

Much of the poor passing found in girls' basketball may be blamed upon the instructors who spend hours on passing practice but have the players standing motionless in lines or circles passing the ball back and forth. The fundamentals of catching and throwing having been given, no player should be allowed to receive a pass standing still, or pass to another player who is standing still. If instructors followed this rule from the beginning, much of the poor passing and catching might be eliminated and more speed attained.

Aside from the necessity for proper execution of passes, use of the most efficient pass for the situation is important. Players who are not properly acquainted with and trained in the different passes are slower and less efficient in getting rid of the ball.

There are the various fundamental passes and many trick passes which may be picked up by the individual (note illustrated back pass). All players should be schooled in the fundamental passes. Many players perform one pass better than the others and use it to the exclusion of the rest. This is a bad habit, and in many situations may be most detrimental. For example: a chest

All photos courtesy of Scholastic Coach Bookshop.

A tricky pass to the rear.

pass, being easy to guard, should not be used when an opponent is close.

Catching.—Much fumbling is, of course, caused by incorrect form in catching. The eyes should be kept on the ball, the arms should "give" with the ball, fingers should be spread, wrists and elbows flexed. The elbows should be kept fairly close to the sides of the body.

In the combination of efficient, accurate, well-timed passing and catching with other tactics such as pivoting, feinting, juggling, and bouncing, lies the making of an ideal team, provided the forwards have the additional ability to shoot.

Shooting.—There are many kinds of shots and many ways of performing them. The objective of all is the same —to get the ball through the basket legally. The player may take the shot while in motion or while stationary. The only time a shot from a stationary position should be taken is when unguarded. An alert opponent will not allow many such opportunities. Consequently, forwards should be trained from the very beginning to shoot while in motion. Many instructors teach and have their players practice shooting from a stationary position. Players who do this are usually of little or no value as point makers in a game.

The advantages of shooting while in motion are mainly two: first, there is less chance of being guarded effectively, and, second, a player who is apt at shooting while in motion will afford herself more tries at the basket in a game situation.

Under-basket shooting is much more valuable when in motion. A player's chance of having an unguarded shot is much greater if she continues her motion upon receiving the ball and jumps toward the basket, releasing the ball at the height of her jump. Such shots should be banked on the back board except when taken from in front of the basket, when the ball should be merely looped over the outside rim of the basket. Long shots should not be banked on the back board, but looped so as to drop from above down, except when taken at a 45-degree angle, when banking the ball is usually helpful.

Key points to be remembered in offensive play:

1. Good passing is the outstanding characteristic of a good offensive team.
2. The player making the pass is often responsible for the receiver's fumble. Receiver should keep eye on ball until it is in her possession.
3. Short passes directed ahead of receiving player will do much to keep a team on the move.
4. Pass rarely to a player who is standing still, unless she is free for a set shot at goal. The chances of having the shot intercepted are too great.
5. Work yourself and your opponent away from the shooting area if you are going to pass to a player who is cutting for basket. This not only gives her room but also eliminates the chance of having the guard in for a shift by the defense.
6. If you have shot, and your teammate is in a good position to follow the shot, stay out, because you bring another defensive player in with you, consequently lessening the chances of having your teammate secure the ball, should your shot not have been good.
7. If you do follow up a shot and cannot try for goal yourself, pass to a teammate and then come out. Avoid crowding under the basket.
8. On foul shots, if not shooting, do not get caught with weight on heels. Be ready to jump and get the ball from the backboard or tap it back to the foul shooter.
9. Take all out-of-bounds balls quickly.
10. A juggle is a slow play and should not be overdone. It is a good deceptive play if used wisely.
11. Do not bounce if you can pass. Your opponent gains time and can cover you. A pass is faster.
12. In the first few minutes of each half you should have planned your attack on the basis of the things you have learned about your opponents' style of play. You should know their special strength and weakness, and be prepared to change your style of play to combat theirs.
13. Players should not waste their energy by aimless wanderings. Though you may not be actually passing or receiving you should contribute to the play by making spaces or by drawing an opponent away from her field of usefulness.
14. If opponents use the zone defense and forwards find it impossible to break through, long shots should be attempted. If these shots are successful, the defense will undoubtedly come out and the offense can break through for short shots.[1]

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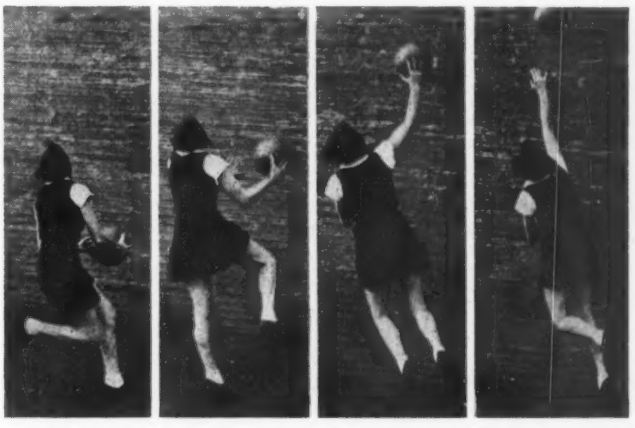
[1] Wilhelmine Meissner and Elizabeth Yeend Meyers, *Modern Basketball for Girls*. New York: Scholastic Coach Book Shop, 250 East 43rd Street. 1935.

An underbasket cross basket shot from left to right when in motion.



A Gymnasium Games Project

By
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Dixon-Libby Schools, Chicago, Ill.

WE OFTEN hear that children nowadays are being directed and supervised so much that without this direction and supervision they are at loss as to just what to do in the way of activity. Group projects in the gymnasium with the children taking active part in planning their own activities (the teacher in the background aiding and supervising) result in bringing out the children's directive activity and initiative in such a way as to carry over to after-school use in many fields.

A group project we used at the Dixon School was a games project which showed what children can do for themselves in directing their own activities. In this games project I used the sixth grades. I told them that during the semester I would teach them four games. However, I taught three: hit-pinball, corner kick ball, and fistball. These games make use of the team idea, and have few and simple rules. After the three games had been played for some time several children asked me when they were going to learn the fourth game. In answer I asked them whether they would not like to make up their own game. They instantly became alert and interested, seemed quite enthusiastic about the idea. Then, each team was given pencil and paper and one fourth the gymnasium space. They were told to invent a game on the order of the ones played, that is to use two teams, simple rules, a ball, bean bags, or Indian clubs and to find a suitable name for their game. (The Dixon School gym classes are arranged in four teams of twelve to fourteen players each.) The captain was to be the leader and he was to see that all suggestions were to be conducted in a business-like way, one child talking while all others listened in respectful silence until he had finished.

The name of the game and rules in abbreviated form were recorded on paper and handed in to the teacher; next the players tried out their game in the gymnasium space allotted, changing the rules where they were too simple or where they did not work so well. Finally, the next four gymnasium periods were used in playing one game during each period, with the captain of the team teaching the game to the whole class, and acting as referee. After several innings of play the class had a short discussion period to see if the game needed changing or not, thus perfecting the rules. One child recorded the games and another typed them. We invented and played many games during the semester and only one or two were not put into use. The following are samples:

Pin-Pick-Up

Field.—Baseball field with a club at one end of each base except home plate.

Ball.—Soccer ball.

Players.—One team up to kick, the other in the field placed at random.

Game.—The first boy up to kick places the ball on home plate and kicks it. He then commences to run to the base to pick up the pins and bring them to home plate. He does not have to run in order to first, second, and third bases. He may run to any base first—the object being to pick up the three pins and carry them to home plate. In order to make the boy out, any player in the field who gets the ball must try to hit him with it. He is out if hit. One point is scored when a player brings the pins home successfully.

Fielders may not run with the ball or hold the ball.

If a runner drops a pin while running he is out. The runner may dodge in any manner so as not to get hit.

Bear Track

Field.—Home plate, second base, third base. Make bear tracks from home plate to second base through third base.

Players.—Positions as in baseball, without a first baseman.

Ball.—A volley ball.

Two teams.—One team out in the field, the other up to bat. The pitcher throws the ball. The girl up to bat, bats the ball with her knee and runs straight to second base and returns to home plate making a run. Whoever gets the ball in the field runs to the base to which baserunner is going and touches the base with the ball to make her out. The next player up to bat uses her elbow instead of her knee. The third batter uses her head to bat as the first girl used her knee and the second girl used her elbow. The girls up to bat use this order, the first girl uses her knee, the second girl uses her elbow, the third girl uses her head and then repeat knee, elbow, head.

This is where we use the bear track. If the girl at bat does not hit the ball, that is, if she makes a strike, she has to run along the bear track to second base—the catcher takes the ball she missed and throws it to a fielder who tries to make the runner out by throwing the ball and hitting her with it. If she gets to second base safely she remains there until the next girl bats the ball. When the next girl bats the ball and gets to second base—the girl who made the strike runs back along the bear track home. The fielder who has the ball runs to home plate to touch the plate with the ball to make her out.

Post Ball

Field.—Baseball diamond—with high-jump stands on bases one, two, and three.

Players.—One team up to bat, other team in field, baseball positions—no pitcher or catcher and as many fielders as you have extra players.

Ball.—Volley ball.

Batter throws up the ball and bats it then runs around the posts at first and third base (not second) and home to make a run. Whoever catches the ball must run with the ball around second base and then either (1) throw the ball and hit runner to make her out or (2) run with it and get to home plate before the runner reaches it to make runner out, or (3) throw it to another baseman who may either hit the runner or run with it to home plate to make runner out.

N. B. The baseman who catches the ball must run around the post at second base herself before she makes the runner out or throws it to another player. One point for each home run made. Change sides after three outs. A fly ball caught is not out.

Kick-The-Pin

Field.—Draw a fifteen-foot square on the floor with an Indian club at each corner; number them one, two, three, four. On one line half way between clubs one and two, place a small base.

Ball.—Soccer ball.

Players.—One team up to kick. The other team out in the field at random with a fielder standing back of each club.

Game.—The girl up to kick stands on the base and tries to kick the ball to one of the farther clubs, club three or four, to

(*Continued on Page 59*)

THE CANNING PROCEDURE

● Some misunderstandings exist as to the mechanics of the commercial canning procedures. Although some such information is available (1) (2), it is not surprising that the facts are not more generally known. The art of canning has been largely developed by, and retained within, the industry.

Of necessity, canning procedures vary with the product packed. However, it is possible to indicate in broad detail the treatment to which foods may be subjected during canning.

Cleansing Operations

Raw materials are given a thorough water cleansing, usually by washing under high pressure sprays.

Preparatory Operations

Following washing, undesirable stock is removed by sorting, trimming, peeling and coring operations, as occasion may demand. With some products these operations are performed mechanically.

Blanching

Certain products are "blanched" or scalded by immersion in hot water. This process serves not only to clean the product further, but also to soften the tissues and expel air therefrom.

Preheating and Filling Operations

Here practice varies with the product. Sometimes the food is precooked and filled into cans; again, it may be filled into cans and hot water or hot salt and/or sugar solutions added; still again, the filled cans are "exhausted" in a steam or hot water box. All these operations, the majority of which are mechanically performed, serve to preheat the product and exclude air from the cans.

Sealing, Processing and Cooling Operations

The filled cans are hermetically sealed on an automatic "closing" machine while the contents are still hot; the sealed cans are then heat processed to destroy spoilage micro-organisms; finally, the cans are cooled in water or air. Cooling contracts the contents and produces a vacuum within the can.

Such are the broad details of the canning procedure. We trust this brief word picture will bring better understanding of the treatments to which canned foods are subjected.

AMERICAN CAN COMPANY

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(1) 1924, Commercial Fruit and Vegetable Products, W. C. Cruess, McGraw-Hill, New York

(2) 1924, A complete Course in Canning, The Canning Trade, Baltimore

This is the eighth in a series of monthly articles, which will summarize, for your convenience, the conclusions about canned foods which authorities in nutritional research have reached. We want to make this series valuable to you, and so we ask your help. Will you tell us on a post card addressed to the American Can Company, New York, N. Y., what phases of canned foods knowledge are of greatest interest to you? Your suggestions will determine the subject matter of future articles.

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AROUND THE COUNTRY

WITH J. E. ROGERS

Dr. J. H. McCurdy is now located at St. Petersburg, Florida. He writes, "I am spending the Fall, first, on the preparation of an article on organic efficiency of the convalescent patients in the White Plains Hospital. Larson and I have this material now ready for publication. Second, I have begun my library work on the study of the activities of older people—that is, over fifty. With the rapid increase in the number of people over fifty, many of them retired, the whole matter of activity in work and recreation becomes increasingly important."

* * *

A great honor has been conferred upon our good friend, Dr. Jesse Feiring Williams. He has been appointed Visiting Carnegie Professor to the Universities of Latin America and will visit these countries this winter.

* * *

The following very interesting material has just come to my desk: *Handbook of Intramural Athletics* (1935-1936), West Virginia University; *Survey of the Requirements for the Master's Degree in Physical Education,* H. Harrison Clarke, School of Education, Syracuse University; *Balance Skills in Physical Education,* Charles LeRoy Lowman, Chief of Staff, Orthopedic Hospital, Los Angeles, California, Edwards Brothers, Inc., Ann Arbor, Michigan; *Manual for Functional Football,* John DaGrosa, American Football Institute, Philadelphia, Pennsylvania; *Educational Hygiene Guide Book,* Howard L. Conrad, Joseph F. Meister, Temple University, Edwards Brothers, Inc., Ann Arbor, Michigan; *First Aid Notes,* Dr. F. A. Harold Sanders, Joseph F. Meister.

* * *

Two new state directors of physical eduction have just been appointed. Harold K. Jack succeeds Edgar Everts as State Director of Physical Education in Minnesota, and E. R. Adams succeeds Henry E. Detherage in the same position in Missouri.

* * *

Dr. W. W. Tuttle, Department of Physiology, State University of Iowa, is continually getting out excellent material. His pamphlet, "The Response of the Heart to Water of Swimming Pool Temperature" is very interesting. Dr. Tuttle also sends me a translation from the German of an excellent report entitled "The Acute and Chronic Effects of Exercise on the Latent Period of the Gastrocnemius Muscle in Man" by Leslie B. Beers, Department of Physical Education, State University of Iowa.

* * *

The first regional Health Conference held by the Department of School Health and Physical Education of the National Education Association was most successful. Two hundred and twenty-five registered. Many more were in attendance. The tabulation of the registration shows that the delegates came great distances and represented many states. The teacher-training institutions were particularly well represented. There were also a good many superintendents and principals in attendance.

* * *

A very large and complete new volume entitled *The Physiology of Physical Education* by Dr. Percy M. Dawson, has just been published by the Williams and Wilkins Company, Baltimore, Maryland. Dr. Dawson, as a physician, as an expert authority on, and teacher of, both human physiology and physical education, has produced an outstanding work, so complete and comprehensive, so broadly based, as to fully serve the needs of students, teachers, and all engaged in the field. Nothing important has been omitted. Special value attaches to the practical details on such topics as: Power and Efficiency, Athletic and Industrial Fatigue, Sleep, Cardiac Tests, Cardiac Pathology, Climate and Altitude, Training, etc., also the full chapter on Second Wind. The whole is written with a humor and warmth of human sympathy which eliminates dryness.

A most valuable and worth-while publication has just been received from the Office of Education, U. S. Department of the Interior, Washington, D. C., entitled *Requirements by State Departments of Education for Teachers and Supervisors of Physical Education in Grade and High Schools,* by Dr. James F. Rogers, Consultant in Hygiene of the U. S. Office of Education.

This is a study of the requirements of state departments of education for teachers and supervisors of physical education and was first made by this Office in 1924. At that time twenty states had special requirements. A two-year special course in physical education was required in twelve states. A three-year special course was required in two states and a four-year major course was required in six states.

The summary shows the present requirements of each state department of education for special teachers and supervisors of physical education in elementary, junior high, and senior high schools.

* * *

The city that perhaps has the most outstanding program in the wider use of the school plant—using schools as social recreation centers—is Milwaukee, under the direction of Miss Dorothy Enderis. Anyone who wants to observe a school building in use after school hours from the basement to the roof should visit the Milwaukee Schools.

* * *

Dr. Carl Schott of the University of West Virginia reports that since 1931 a total of 101 men and women have graduated and 91 have positions. That is a splendid record. The University has a splendid, effective placement policy.

* * *

Our good friend, John DaGrosa, President of the American Football Institute, has just made a very valuable contribution to the literature of football, called *A Complete Bibliography of Football* and published by the American Football Institute, Philadelphia, Pennsylvania.

* * *

The National Board of the Y.W.C.A. is constantly publishing excellent material. The Health and Physical Education Department under the direction of Miss Edith M. Gates has just prepared *A Health-Physical Education-Recreation Bulletin.* The February issue contains many useful items telling of the wide scope of the work being done in health, physical education, and recreation throughout the country. It gives very practical illustrations of the variety of different activities conducted by the Y.W.C.A. I wish I had time to quote it in full.

* * *

Harold W. Herkimer, Supervisor of Physical and Health Education, always prepares interesting reports of his program, containing charts and graphs and showing the progress being made. Niagara Falls (N. Y.) has a very fine program in health and physical education.

* * *

Dr. John Eisele Davis, who has received an honor award from the American Physical Education Association, has written a series of many fine articles in his particular field of physical education and mental health. Dr. Davis is an authority in his field and has made many fine contributions, some of which are quoted below: "Practicable Objectives of Physical Education in the Treatment of the Mentally Ill," reprinted from *Psychiatric Quarterly,* April, 1935, State Hospitals Press, Utica, N. Y.; "The Attendant in Mental Reeducation," The National Committee for Mental Hygiene, Inc., 50 West 50th Street, New York; "Some Social Aspects of Mental Reeducation," reprinted from *Occupational Therapy and Rehabilitation,* April, 1932; "Phylogenetic Backgrounds of Physical Education," reprinted from the *Research Quarterly,* December,

1931; "Attentive Capacity of Mentally Ill as Indicated in Physical Education," reprinted from *Occupational Therapy and Rehabilitation*, February, 1931; "Some Pertinent Problems in the Administration of Physical Education for the Mentally Ill," reprinted from *Psychiatric Quarterly*, January, 1934; "Re-Socializing Effects of a Highly Diversified Program of Physical Education for the Mentally Ill," reprinted from the *Research Quarterly*, December, 1932; "Psychological Objectives in the Physical Program for the Mentally Ill," reprinted from *Occupational Therapy and Rehabilitation*, April, 1930; "Social Motivation Through Play," reprinted from *Hospital Social Service*, 1933; "One and Many Response Activity in Mental Reeducation," reprinted from *Occupational Therapy and Rehabilitation*, June, 1933; *Resocializing Tendencies in Physical Education for the Mentally Ill*, the National Committee for Mental Hygiene, Inc., 450 Seventh Avenue, New York; "Some Observations of Physical Education as an Adjuvant in Therapy," April, 1935.

* * *

George W. Hendricks is President and Miss Jessie Garrison is Vice-President of the National Society of State Directors of Physical and Health Education.

* * *

Our good friend, Dr. Jesse Feiring Williams, Professor of Physical Education, Teachers College, Columbia University, has written a most thought-provoking article in the *Teachers College Record* for March, 1935, entitled "Reflections on My Educational Philosophy." This article received nation-wide publicity.

His thesis was based on the following:

I. I do not believe that the function of Teachers College has suddenly changed.

II. I do not believe that Teachers College has any major responsibility for changing the social order.

III. I do not believe in academic freedom which permits an individual to discuss within an institution matters upon which he is incompetent to judge.

IV. I do not believe that frontier thinking is a special kind of new thinking.

Mr. H. J. Schnelle, President of the New Haven County Physical Education Association, reports a splendid panel discussion on "The Prevention of Football Injuries" in which many experts participated.

* * *

Mr. F. J. Lipovetz, formerly of the physical education faculty of La Crosse, is now State Director of Recreation under the W.P.A.

* * *

William Stecher is spending a few months around his old haunts in Philadelphia. He is looking very well and it was a pleasure to see him at the Health Conference held in Philadelphia by the Department of School Health and Physical Education.

* * *

Most state athletic associations have good printed bulletins. Two that contain very up-to-date and practical information are: the September, 1935, issue of the *Michigan High School Athletic Association Bulletin* and the September 20, 1935, issue of the *Ohio High School Athletic Association Bulletin.*

* * *

Dr. Thomas A. Storey of Stanford University, has written two very stimulating articles, entitled "The Hygiene of Physical Education Activities" and "The Coaches' Problems of Leadership in the Formation of Mental Health Habits." These have been reprinted from the "Journal-Lancet," February 15, 1935.

* * *

The Journal of Physical Education, published by the Physical Directors' Society of the Y.M.C.A., Dr. John Brown, Jr., Editor, always contains most interesting material. The article in the May-June, 1935, issue entitled "What is the Responsibility of Physical Director in Respect to the Heart?" by Dr. Shailer Upton Lawton, is most timely.

* * *

Miss Ruth Robinson is head of the Physical Education Department of Marshall College, Huntington, West Virginia.

Standard Texts on Physical Education

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(J. of H.P.E. 1-36)

"How We Do It"

High School Telegraphic Competition for Girls

DURING the last two weeks of March, 1935, a high school telegraphic meet was sponsored in the Calumet Region of Indiana with the hopes of developing interest in competitive swimming, advancing a feeling of unity among the schools of the district, and allowing the girls some of the satisfactions that are afforded by interscholastic competition.

There were seven schools entered, including four schools in Gary, Indiana. Judging from the comments received on the suggestion sheets the meet was enthusiastically received. The meet was conducted under the regulations of the Indiana High School Athletic Association which includes a scholastic requirement of passing work in three major subjects. No entrance fee was required. The events were as follows:

20-yd. Crawl	40-yd. Crawl
20-yd. Back Crawl	40-yd. Back Crawl
20-yd. Breast	40-yd. Breast
80-yd. Free Style Relay	60-yd. Medley Relay

Inasmuch as it was found that the majority of girls entering the meet were not able to swim one hundred yards in competition, such events were not included.

The problem of obtaining a sufficient number of stop-watches was a difficult one. Since the meet was an experiment only one stop-watch for each lane was required although it was suggested that as many watches as possible be placed on each contestant. It seems that none of the schools entered was able to procure more than four or five watches for four lanes. This difficulty will be overcome this year by the rental of watches to a school on the day of its meet. Plans for this are being made at the present time.

If this type of meet is to be maintained, more organization will be necessary in order to enlarge the field in which we work, and in order to carry on the large amount of correspondence which is necessary. We hope to extend the meet this year to schools within a radius of one hundred miles of our region and eventually to all schools in Indiana that have access to swimming pools.

Daisy Nejdl,
WHITING HIGH SCHOOL,
WHITING, INDIANA

* * *

A Method for Drawing Home-and-Home Schedules for Round-Robin Tournaments

THE ever increasing number of contests in sports of all kinds has necessitated the development of various systems for drawing up schedules of competition. Round-robin play is common in the interschool athletic program and thousands of tournaments of a similar pattern take place in schools, Y.M.C.A.'s, camps, and similar organizations each year.

The first of these systems were quite complicated but they have since been simplified to such an extent that at the present time the scheduling of games for a round-robin tournament is a relatively easy matter.

Necessity has also urged the origination of some simple and reliable system for scheduling home-and-home games so that each school plays alternately a game at home and a game away from home. If each team has two games with every opponent, the problem is far from difficult. When, however, but one game is played with each opponent, the balancing of home games and away-from-home games calls for some plan other than trial and error. The following method is fairly simple but is, in all probability, but a starting point; a plan which can be, and will be, greatly improved upon.

The following plan for scheduling round-robin play is already known: letters representing the teams are placed in two perpendicular columns. When the number of teams is odd, all letters rotate counter-clockwise and the "bye" at the bottom of the right-hand column remains stationary. The draw for five teams would be as follows:

(round 1)	*(round 2)*	*(round 3)*	*(round 4)*	*(round 5)*
A—*E*	*E*—*D*	*D*—*C*	*C*—*B*	*B*—*A*
B—*D*	*A*—*C*	*E*—*B*	*D*—*A*	*C*—*E*
C—bye	*B*—bye	*A*—bye	*E*—bye	*D*—bye

With the above schedule drawn, a home and away-from-home schedule can be determined by assigning "away" to one perpendicular column and "home" to the other, and then inverting the letters in the second horizontal row. Let *H* represent "home" and *A* represent "away."

1st round	*2nd round*	*3rd round*	*4th round*	*5th round*
(H) (A)	*(H) (A)*	*(H) (A)*	*(H) (A)*	*(H) (A)*
A—*E*	*E*—*D*	*D*—*C*	*C*—*B*	*B*—*A*
(D—B)	*(C—A)*	*(B—E)*	*(A—D)*	*(E—C)*
C—bye	*B*—bye	*A*—bye	*E*—bye	*D*—bye

This gives the following:

Team *A* .....Home — away — bye — home — away.
Team *B* .....Away — bye — home — away — home.
Team *C* .....Bye — home — away — home — away.
Team *D* .....Home — away — home — away — bye.
Team *E* .....Away — home — away — bye — home.

As is the case when scheduling games for round-robin play, the number of teams is an important factor for consideration in making a home and away-from-home draw; the systems for even and for uneven teams must differ somewhat.

The known system of making a round-robin draw for an even number of teams is the same as for an uneven number of teams in that the letters representing the teams are placed in two perpendicular columns, but differs in that all letters rotate counter-clockwise with the exception of the letter *A*, which remains stationary at the top of the left-hand column.

To determine the home and away-from-home games for an even number of teams it is necessary to invert, as before, the letters in the second horizontal row for six teams and to invert the letters in the second and fourth rows for eight teams, but it is also necessary to invert the letters in the first row of every other round, beginning with the second. The resulting schedule does not give perfect alternation, but closely approximates it.

For six teams:

1st rd.	*2nd rd.*	*3rd rd.*	*4th rd.*	*5th rd.*
(H) (A)	*(H) (A)*	*(H) (A)*	*(H) (A)*	*(H) (A)*
A—*F*	*(E—A)*	*A*—*D*	*(C—A)*	*A*—*B*
(E—B)	*(D—F)*	*(C—E)*	*(B—D)*	*(F—C)*
C—*D*	*B*—*C*	*F*—*B*	*E*—*F*	*D*—*E*

The schedule for six teams:

Team *A* .....Home — away — home — away — home.
Team *B* .....Away — home — away — home — away.
Team *C* .....Home — away — home — away — away.
Team *D* .....Away — home — away — away — home.
Team *E* .....Home — home — away — home — away.
Team *G* .....Away — away — home — away — home.

John A. Torney, Jr.
and
Leonard W. Stevens
DEPARTMENT OF PHYSICAL EDUCATION,
UNIVERSITY OF WASHINGTON

* * *

Baseball for Playgrounds, Sandlots, and Parks: For Boys of All Ages

A FEW years ago it was planned to stimulate the national game of baseball among the boys of Beatrice. The boys were playing what they called "baseball," but the rules were a mixture of swatball, kittenball, indoor baseball, and regular baseball. This naturally led to many arguments, as to what was legal and what was not legal.

Briefly, our problem was this: What kind of "baseball" should the boys play? Other problems that had to be solved were: (1) a game that could be played on all playgrounds; (2) danger

of breaking window-lights in the nearby school house; (3) the boys wanted to play "a regular game of baseball"; (4) adoption of a set of rules that would be fair and to the best interest of all; (5) the smaller boys were "timid" about fielding a hard hit baseball, and in batting were afraid to stand up to the plate.

After careful study and considerable experimenting, it was decided that by playing with the "Rules of Official Hard Baseball," and making four minor changes, we would have a satisfactory game, that would meet the requirements listed above.

The changes that were made are as follows: (1) playing on a sixty-foot instead of a ninety-foot diamond; (2) pitcher's plate 48 ft., 8 in. from home plate; (3) using a ten-inch playground baseball (outseam or the new concealed lace ball); (4) permitting the pitcher to throw as in "regular baseball style"—"overhand," and not "underhand" as in kittenball.

We have been playing this way for the last three years, and it has proven to be a very satisfactory game, especially in that: (1) the boys like it; (2) can be played on the smaller playgrounds; (3) permits the smaller boys a chance to play "baseball"; (4) rules are not confusing, thus helping the boys to learn the game, and enables them to better understand the game of baseball; (5) after a boy has learned to field a ball correctly, not "afraid" of it, in fielding or in batting, it is not difficult to change over to using a "hard ball" and the regulation ninety-foot diamond.

During the regular school year, we use the ten-inch playground ball and a small diamond.

However, with the coming of the summer vacation, all boys under the age of seventeen are organized into regular teams of the Kiwanis Club Leagues, which in turn is a means of training and developing players for the American Legion junior baseball teams.

Last year was the first year that Beatrice entered the American Legion tournaments and was runner-up to Neliegh which won the Nebraska championship.

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Volleyball Values

By

EUPHEMIA FOSDICK
Eastern High School, Washington, D. C.

MISS BASS' article advocating volleyball without rotation and with specialized positions is surely thought-provoking. There is little doubt that specialized play will develop a more highly organized game, but one question arises: does the instructor regard the game as an end in itself or as a means of education and personality development? If the former end is sought, "spot" play is surely to be desired; if the latter, it seems to me that rotation with the emphasis on versatility rather than specialized skill is to be retained.

To my mind the game of volleyball is superior to other team games of fairly large groups because it so readily lends itself to change of positions. Thus the pitfall of the "star system" is avoided and a high degree of democratic sharing is experienced. The quick reactions necessary to meet various plays in a given line surely make some small contribution to the alertness and decisive action, so often demanded in everyday existence.

Volleyball is an excellent game not only because it holds possibilities of fun; of competition without undue stress, fatigue, and bodily contact; but also because it is so sociable, democratic, and "sharing." It is a game that may be played by both the super-player and the "dub," and it is fascinating to either type.

If versatility is emphasized perhaps the "game" does suffer—but does the player? In some of the "lead-up" games in both basketball and hockey, changes in positions are automatically made. An instructor often changes students into different positions in the actual games of basketball and hockey, when the individual rather than the game is the chief consideration. Of course, such changes do not occur in any automatic order in these actual games as they do in volleyball. And too, volleyball is not a "lead-up" game, but the game itself.

ONE SHORT blackboard explanation of rotation, followed by a few games played with arrows chalked on the floor to indicate rotating direction, is usually all that is necessary to avoid "confusion" in rotation. The space of time consumed by rotation also has value as a "breathing spell," thus avoiding that too great hurry and excitement often evident in girls' competition. It also provides an element of formal courtesy similar to that found in the tennis serve. Tension is relieved and harmony prevails, without loss of interest.

When we include rotation of positions in volleyball we are less apt to involve great physical fatigue in any one player. Repeated plays of essentially the same nature, as experienced in spot playing, will no doubt not only make better plays but will take greater toll from certain players. At the same time it contributes less all-round bodily exercise to each individual player.

Is the rotation system one reason volleyball is kept among the minor sports? Rather is it not the lack of vision of the public and administrators who are so accustomed to the old fashioned emphasis being brought to the fore that they fail to see the importance of any game that is not primarily for spectator amusement? However, with consistent practice, even volleyball games using rotation may develop players sufficiently proficient to attract some enthusiastic spectators. To my mind volleyball offers opportunities for real education and personality development. By emphasizing the good qualities of the game instead of sacrificing them will we not eventually be able to place volleyball among the major sports and still cling to our "player" emphasis?

News from the Dance Section

Charlotte G. MacEwan

Readers will be interested in the organization for furthering dance activities and publicity formed by the Women's Physical Education College Section of the State of Ohio. The organization includes a state chairman with subchairmen working with her to establish a Dance Bureau, or clearing house for information. The state is divided into four sections, as follows:

1. Northeast, Chairman, Gwendolyn Drew, Kent State University
2. Southeast, Subchairman, Thelma Wagner, Ohio Wesleyan University
3. Southwest, Subchairman, Florine Logue, Wittenburg College
4. Northwest, Subchairman, Emilie Hartman, Bowling Green State College

The State Chairman is responsible for sending to all dance instructors in Ohio colleges a letter explaining the set up of the Bureau, and listing all dance instructors in these institutions. The cooperation of each dance instructor is asked in supplying news of professional or college or high school programs, lectures or demonstrations in the community, new music, new publications, etc., and in distributing information where needed, and in reporting activities to the A.P.E.A. and to the *Dance Observer*. With the subchairmen rests the responsibility of instigating symposia or some activity, meeting their district's needs during the year.

The following word comes from Bowling Green State University in Ohio:

"One of the biggest strides toward furthering interest in Modern Dance in our University was the appearance on December 3 of Tamiris and her group in a recital, and a lecture-demonstration the following morning. Folk dancing has become very popular on our campus as a leisure-time activity. Last year through the enthusiastic leadership of Dr. Swanson, Sociology Professor here, and our Physical Education Department for Women, we arranged two evening sessions a month, open to student-body, faculty, and townspeople. We danced together learning folk dances of all nationalities. We were fortunate in having different foreign groups from Toledo, who came in native costume and taught us native dances—Polish, Ukranian, Swedish, Mexican, Czecho-Slovakian. We are continuing these evening dances again this year. The group is growing larger, much to our satisfaction and is giving spontaneous joy in recreation for both men and women."

On December 10, a program of dance was given on Kent State College campus, depicting the history of the dance in America from 1750 to the present time. Several departments collaborated: the masks for the "Witch Dance" were made by the Art Department, the English Department had charge of writing the dialogue, the Speech Department directed the reading of it, and the class in Dyes in Chemistry made dyes for some of the costumes.

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The Men's Dance Class at San Jose, which has been inactive this quarter, is to be revived in January.

Dance enthusiasts in San Francisco and vicinity had the pleasure of seeing the motion pictures of Wigman and her group taken in Dresden last summer when Virginia Stewart showed the pictures and spoke on the subject of the Modern Dance on November 15. She was presented by Veronika Pataky.

The Dance Council of Northern California is presenting a series of four dance concerts. The Peters Wright Dance Group, Elizabeth Allison, the Grace Burroughs Group, and the Jewish Community Center Dancers have appeared in these programs. The Valerie Quandt Dancers, Ovilla Williams, the Carol Beals Group, Henrietta Greenwood, and Bernice Van Gelder appeared in the recitals of December 8 and 15.

The City Institute programs of both San Francisco and Oakland featured dancing this year. Bernice Van Gelder and her group presented several dance compositions before the Fine Arts section of the San Francisco City Institute. On November 25 the Oakland City Institute was opened with a most interesting dance program arranged by Florence Weeks and Lois Lear. Vernon De Mars, assisted by three men, gave three Indian dances. Tina Flade danced a Suite in the Olden Manner. The remainder of the program was given by the University of California Orchesis, directed by Lucile Ozarnowski and Beatrice Hellebrandt. Their dance compositions included an impressive Gong Study and the colorful Balkan Sketches. The program presented a tremendous achievement in the dance and it is the first time, so far as we know, that there has been a general city institute opened with such an event.

The Dance Club at Fullerton Junior College and High School has planned a series of Sunday evening teas. Their purpose is to study the arts—dance, music, literature, painting, sculpture, etc. The groups hope in this way to learn much that will aid them in better dance ideas and composition. On December 11, the Dance Club held "open house," and each group presented problems which it had worked out in dance form.

Kathleen Callahan of Radcliffe College reports that the Ohio University films and photographs were shown before an enthusiastic group of Radcliffe students on December 11.

Marie Heghinian writes concerning the Dance Project: "A lecture-demonstration and recital of Modern Dance was presented by Paul Love and three assistants at Mount Holyoke College in November. The Graham, Humphrey, and Weidman techniques were represented by Lillian Shapiro, Letitia Ide, and Jose Limon respectively. The demonstration stressed Elementary Body Mechanics, Contraction-Release, Space-Awareness, Falls, and Elevation. The lecture closed with nine compositions by the three assisting artists."

The Dance Project was also presented at Skidmore College on November 11. Miss Harriet Brown comments, " . . . Paul Love's dance demonstration project embodies a plan which might well be incorporated in any of the Arts. . . He has evolved a program which presents to the audience basic principles in modern dance in a nicely balanced combination of theory and practice."

Helen Coops of Cincinnati sends us an interesting account of Emily Hewlett's summer school of the dance, held in Rockland County, New York. The eight-week course comprised class lessons, and discussions in which visiting experts in the field participated, and culminated in a presentation of a section of "Das Rheingold." Plans for extension of activity are now under way for the coming summer.

Alice Gates sends the following items from New York City:

Mary O'Donnell has arranged a number of lecture-demonstrations for her students at Teachers College, the first, on December 17, by Tamiris. In the near future, Pauline Lawrence will present Costuming in Relation to the Dance.

In November, Martha Hill, assisted by students from Bennington College, New York University, and New College, gave a lecture-demonstration at the New School for Social Research.

Emily White is teaching in the Department of Fine Arts, School of Drama, Yale University. She finds her classes of men and girls together tremendously interesting.

Central District Association News

President—Louis E. Hutto, Des Moines, Iowa.
President-Elect—Edna McCullough, Emporia, Kansas.
Vice-President—Ermina Tucker, Minneapolis, Minnesota.
Secretary-Treasurer—Alfred O. Anderson, Kansas City, Missouri.

In making preparations for being a splendid host to the American Physical Education Association meeting, scheduled for St. Louis next spring, April 15 to 18, the Central District is asking all of its state officers as well as its district officers to lend a hand. Since it is some years since the National Association has met in these parts the Central District is anxious that its membership take advantage of this meeting and turn out in full force. President Louis E. Hutto is hard at work making plans and appointing committee chairmen to prosecute the work which must be done between now and April.

The Executive Committee of the Central District is made up of the officers noted above and also includes Clare Small of the University of Colorado, Boulder, who is the immediate past president.

In addition to the Executive Committee the Council of the Central District is made up of three members-at-large plus the sectional chairmen and the official delegates from each state. The members-at-large are Mrs. Eleonore Groff Adams of St. Paul, Minnesota; Helen Manley, University City; and a person to be appointed in the place of Edgar Everts who has now left the district.

The sectional chairmen are given below and the state delegate will be found listed with the officers of each state wherever such delegates have been selected. Those states that do not have delegates listed should immediately take steps to have such representatives selected. The number of representatives from each state to the Central District Council is indicated in the following membership record:

MEMBERSHIP IN THE CENTRAL DISTRICT

State	*Members of A.P.E.A.*	*District Representatives*
Colorado	50	2
Iowa	127	3
Kansas	102	3
Minnesota	135	3
Missouri	120	3
Nebraska	73	2
North Dakota	28	2
Oklahoma	36	2
South Dakota	28	2
Wyoming	9	2

SECTIONAL CHAIRMEN

Camping.—Mary Stewart, University of Iowa, Iowa City, Iowa.

City Directors.—Otto Wurl, Supervisor, Council Bluffs, Iowa.

College Men.—E. F. Voltmer, University of Iowa, Iowa City, Iowa.

Dancing.—Ruth Diamond, Omaha Municipal University, Omaha, Nebraska.

Men's Athletics.—H. J. Schmidt, Iowa State College, Ames, Iowa.

Playground and Recreation.—J. H. Morrison, Valley City, North Dakota.

Public Schools.—Clyde Knapp, Fremont, Nebraska.

Research.—Granville B. Johnson, Denver University, Denver, Colorado.

Rural Schools.—B. G. Leighton, Virginia, Minnesota.

Teacher Training.—Irma Nevins, Pittsburg, Kansas.

Therapeutics.—Clara Rausch, University of Nebraska, Lincoln, Nebraska.

STATE OFFICERS IN THE CENTRAL DISTRICT PHYSICAL EDUCATION ASSOCIATION (1935-1936)

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President—Murl C. Houseman, 116 Dale St., Colorado Springs.
Vice-President—Earl A. Paul, 1245 Logan St., Denver.
Secretary-Treasurer—Jennie Pingatore, 218 W. 12th St., Pueblo.
Publicity—Elizabeth Forbes, 521 Peterson, Ft. Collins.
Eastern Division:
Chairman—Mabel S. Rilling, Denver.
Secretary-Treasurer—Charlotte O'Reilly, Denver.
Southern Division:
Chairman—Louise Allison, Pueblo.
Secretary-Treasurer—Mary Reece, Canon City.
Western Division:
Chairman—James Rusk, Palisade.
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President—Paul F. Bender, Iowa State Teachers College, Cedar Falls.
President-Elect—Marjorie Camp, Iowa University, Iowa City.
First Vice-President—Kenneth Flanagan, Sloane Wallace Jr. High School, Waterloo.
Second Vice-President—Gretchen Moorehouse, Iowa State College, Ames.
Secretary—Odella McGowan, High School, Mason City.
Treasurer—Harold Rose, High School, Oskaloosa.

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President—L. P. Dittemore, Supervisor Physical Education, Topeka.
First Vice-President—Ardis Hill, Wyandotte High School, Kansas City.
Second Vice-President—C. S. Moll, Kansas State College, Manhattan.
Secretary-Treasurer—Thora Ludvickson, Wichita High School West, Wichita.
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L. P. Washburn, Kansas State College, Manhattan.
National Representatives:
Irma Gene Nevins, Kansas State Teachers College, Pittsburg.
Merle Henre, Wyandotte High School, Kansas City.
Publicity:
Irma Gene Nevins

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Central District Representative:
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National Representatives:
Harold K. Jack, State Director of Health and Physical Education, State Department of Education, St. Paul.
Ermina Tucker, Minneapolis Public Schools, Minneapolis, Minn.

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Vice-President—J. Harold Morris, Northeast Jr. High School, Kansas City.
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President—Don Shoup, Crete.

Secretary—Virginia Woolfolk, Lincoln.

District II:

President—Pauline Spencer, Omaha.

District III:

(Boys) President—William E. Putnam, Albion; Secretary—Al Calvert, Pierce.

(Girls) President—Lorine Erickson, Battle Creek; Secretary—LaMerle Van Gilder, Laurel.

District IV:

President—Ted Page, Grand Island.

Secretary—Olin Wilson, Central City.

District VI:

President: Muriel Wildman, Alliance.

Secretary—Helen Bassett, Bridgeport.

North Dakota

President—Della Marie Clark, Director of Physical Education for Women, University of North Dakota, Grand Forks.

Vice-President—James Coleman, State Teachers College, Minot.

Secretary-Treasurer—Hazel Dettman, Girls Physical Education Instructor, Agassiz Junior High School, Fargo.

Executive Council:

John Lynch, Lisbon. Fred Spalding, Valley City.

Dr. Marpil Williams, Bismark. P. E. Mickelson, Fargo.

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President—Flora Mae Ellis.

Vice-President—Grady Skillern.

Secretary—Katherine Ross.

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President—C. H. Blanchard, Rock Springs.

Secretary-Treasurer—Mary Whelan, Rock Springs.

Publicity Chairman—Ruth E. Campbell, University of Wyoming, Laramie.

South Dakota

President—Bob Coffey, Brookings High School, Brookings.

Vice-President—Beth Olson, R.N.

Secretary-Treasurer—Edith Aldrich, Northern Normal and Industrial School, Aberdeen.

OKLAHOMA

Mary Kate Miller

Washington approval for buildings at Oklahoma Agricultural and Mechanical College at Stillwater includes, under Public Works Administration grants, provision for a women's physical education plant and women's swimming pool. These are planned as an addition to Murray Hall, new $450,000 women's dormitory. The government's share for this addition is $121,000 which will be something over 40 per cent, making the total approximately $220,000.

The department is functioning this year in temporary quarters since Gardiner Hall which housed the women's gymnasium, was given over to the Federal Resettlement and Rehabilitation Administration.

Southeastern State Teachers' College at Durant has sponsored a tennis tournament.

Okmulgee Junior College at Okmulgee has organized a girls' tennis team, composed of seven girls, and has arranged matches with Sapulpa, Muskogee, Okemah, and Bristow Junior Colleges.

Bethany Peniel College at Bethany has elected the president of the Girls' Athletic Association and has made plans to play softball, volleyball, and tennis during the fall months. An intersorority volleyball tournament has been sponsored by the college.

The W.A.A. of Murray State School of Agriculture sponsored an apron and overall party in September and a moonlight hike in October. Much interest is shown in tennis practice preparatory to entering competition for the first time, in the Junior College Conference.

The Oklahoma College for Women at Chickasha has about one hundred girls out for hockey practice three afternoons a week. The freshmen hold practices on Wednesday and Saturday as much interest aids in the annual Fresh-Soph hockey game on November 8. The annual moonlight hike to the college cabin was a big success with enough food and fun for everyone. The Seals' Club, honorary swimming organization, has opened the year with the initiation of several new members. The college stables have been increased and these brisk fall days find many a girl cantering over the rolling prairie.

Eastern District Association News

President—Franklin J. Gray, Springfield, Mass.
Past-President—Jay B. Nash, Ph.D., New York University.
Vice-President—Dr. Hiram A. Jones, Albany, N.Y.
Secretary-Treasurer—Grace E. Jones, Summit, N.J.

CONNECTICUT

Frances Foley

Agnes R. Wayman, President of the American Physical Education Association, spoke concerning "Physical Education in a Changing Social Order" in addressing the Connecticut Physical Education Association at their luncheon meeting held in connection with the annual meeting of the Connecticut State Teachers Association in New Haven on October 25. Following the luncheon women instructors held an open discussion meeting concerning practices and policies in relation to women's athletics with Miss Wayman acting as a consultant. A men's section meeting took the form of a panel discussion concerning a number of health and physical education topics. "How Can Physical Education Accept its Responsibility in Training for the New Leisure" proved to be a lively discussion topic. We are pleased to report an increase in membership in both the state and national associations. The executive committee is now formulating plans for the mid-winter meeting to be held in New Britain. The officers of the Connecticut Association are: President, Isadore Wexler, New Haven; Vice-President, Marjorie B. Doty, Hartford; Secretary, Charles J. Prohaska, M.D., State Department of Education, Hartford; Treasurer, Susan Bill, Hartford.

Dr. Webster Stover, who was elected President of Arnold College, New Haven, Connecticut, in February, 1935, formerly taught at the College of William and Mary, Bates College, and was Headmaster of Perkiomen School, Pennsburg, Pennsylvania. In 1930, he received from Columbia University, the Ph.D. degree in college administration.

The Hartford County Physical Education and Health Society held its first meeting of the season on November 21, 1935. Clayton C. Jones, Supervisor of Recreation and Community activities under the Emergency Education Program, Connecticut State Department of Education, gave a very interesting talk on the "Future Trend of Recreation and its Relation to Physical Education." The theme this year is to be Recreation, and a panel discussion on this subject is planned for the January meeting. George Ritchie of Wethersfield High School is President of the Hartford County Society.

As a climax to the fall season at the Teachers College of Connecticut in New Britain the men's and women's athletic associations cooperated in sponsoring a fall sports day. A song contest held in the new outdoor theater was the opening feature. The program, organized on an interclass basis, included individual and group activities giving everyone who was able opportunity to be an active participant. There was competition in archery, badminton, tennis, touch football, speedball, newcomb, circle dodgeball, and goal drop kickball. In archery, badminton, and tennis, mixed

teams participated. The events of the afternoon were recorded by movie camera giving additional pleasure to the students when they saw themselves in action.

A state-wide School Health Education Conference organized by the State Department of Education and the State Tuberculosis Commission was held in Hartford on December 3. The theme of the conference was "Health Instruction in Public Schools." Section meetings were planned for administrators, school nurses, senior high school, junior high, and elementary teachers. Brief talks, reports, and live discussions concerning health problems were given in each group. Clifford L. Brownell, Professor of Physical Education, Columbia University; Mary Ella Chayer, R.N., Instructor in Nursing Education, Columbia University; Fannie B. Shaw, School Health Advisor, National Tuberculosis Association; and Pauline Brooks Williamson, Metropolitan Life Insurance Company, were consultants for section groups. At the opening general session of the conference, Howard W. Haggard, M.D., Yale University, spoke concerning "Health Education as a Complement to Progress in Preventive Medicine." Jesse F. Williams, M.D., Columbia University, the guest speaker at the evening session addressed the group concerning "The Application of a Philosophy of Health to Classroom Instruction." Dr. Williams also gave his reactions in a general summary of the conference. A widespread interest in health education practices and procedures has been stimulated.

PENNSYLVANIA

William G. Moorhead

East Stroudsburg State Teachers College has an enrollment of approximately five hundred students. Their intercollegiate athletic program is the most extensive of its kind in a college of this size. Seventeen teams are maintained in ten different sports. In keeping with this, the intramural program has tournaments in thirty-five different individual and team sports, the combined programs provide organized activity for practically 91 per cent of the students.

The tenth annual High School Gymnastic Championships will be held at the East Stroudsburg State Teachers College on Saturday, April 4, 1936.

The boys' high school physical education program in Altoona, has been undergoing revision during the past five years. Today a program of natural activities receives chief emphasis.

The following news notes have just been received from Hugo Bezdek, Director of the School of Physical Education and Athletics, Pennsylvania State College:

1. Penn State's soccer team has just completed an undefeated, untied season. The team has lost but one game in three years.

2. The teacher-training Department of Physical Education and Athletics has almost doubled its enrollment every year since its beginning, five years ago.

3. Every freshman and sophomore at the college receives weekly lectures on the history, development, strategy, etc., of each of the fifteen major sports offered at that institution, or health education.

4. Many athletic coaches and physical education instructors in the high schools within a radius of a hundred mlies take advantage of the graduate courses Monday evening and Saturday morning, offered by the School of Physical Education and Athletics.

A very interesting and significant meeting was held recently in Pittsburgh by the Recreation Group of the Health and Physical Education Association of Western Pennsylvania. The conference was addressed by Dr. Harry B. Burns, Director of the Department of Hygiene of the Pittsburgh Public Schools, and by Louis C. Schroeder, Superintendent of the Bureau of Recreation of Pittsburgh and Director of the Department of Recreation under the Board of Education.

This group is already planning a subsequent meeting at which vital phases of the recreational problems of the day will be considered and an exhibition of recreational interests and activities will be held.

The significance of this meeting and the plans for the future lies in the fact that the officers of the association are planning a series of such group meetings to cover the whole range of the association's interests.

The Health and Physical Education Association of Western Pennsylvania is the definite outgrowth of the Hygiene Section of the Western Pennsylvania Conference which, in turn, is a section of the Pennsylvania State Education Association.

The specific aim of this association is the advancement of all phases of health and physical education. Already in the beginning of its third year of existence, six special groups are represented:

1. Elementary school teachers of health and physical education representing public, parochial, and private schools.

2. Women teachers of health and physical education representing secondary and collegiate institutions.

3. Men teachers of health and physical education in secondary schools.

4. Men teachers of health and physical education in colleges.

5. School nurses and health section.

6. Recreational group or workers in social-service institutions.

The paid-in membership of approximately two hundred at present is far under the paid-in membership from the Western Pennsylvania District in the national association. We aim at the maintenance of a 100 per cent membership in both organizations.

The annual conference of the association was held on Friday and Saturday mornings, October 18 and 19, as a part of the Western Pennsylvania Educational Conferences. On Friday morning, six hundred physical education educators from the Pittsburgh district formed a most enthusiastic audience for a repetition of several of the demonstrations given before the National Physical Education Convention in April. Practically the entire physical education teaching staff of the Pittsburgh and Allegheny County schools was present at this demonstration which, if anything, was even more practical in its presentation than that given in the ballroom of the William Penn Hotel.

Dr. William T. Root, Dean of the Graduate School of the University of Pittsburgh, and a nationally known psychologist, next discussed in a most vital way, "Recreation and Mental Hygiene." The annual business meeting, followed by a luncheon, closed the Friday program.

On Saturday morning, the various sections of the association held meetings followed by a general session at which Countess Carla Orlando spoke on "Education and Physical Education in Italy."

E. M. Sanders, Director of Health and Physical Education at the State Teachers College at Indiana, is carrying on a very interesting program with the follow-up of the findings of the examining physician. This follow-up program is an attempt to make these findings effective through a personal contact with the student in an effort to secure correction of health handicaps.

The Philadelphia Association held its first meeting of the season on Saturday, September 21, at the Hutchinson Pool in the Palestra of the University of Pennsylvania. The meeting was a demonstration and conference with Thomas K. Cureton, Director of Aquatics at Springfield College. Mimeographed papers on his topic of discussion, "Objective Scales for Rating Swimming Performances and Diagnosing Faults," were distributed.

At the business meeting of the association, Trevelyn James was elected president, and Minnie Reichelt, vice-president.

The Philadelphia Physical Education Association held its second meeting of the term on October 10, in the Mitten Hall Auditorium. Doris Humphreys, nationally-known exponent of modern dance, presented a program by a group of young men and women trained in her New York studio.

On November 1 and 2 the School Health Conference of the Department of Health and Physical Education of the National Education Association convened in Philadelphia. Those in attendance were surprised and delighted to hear Dr. William A. Stecher, former Director of Physical Education in Philadelphia, who now resides in Honolulu. Dr. Stecher commented on the rapid strides made in physical education in this country during the past forty years. He stated that he is keenly aware of this progress when he compares the situation in this country with that of Hawaii, where the problems of the physical educator are the same as those faced in this country when physical education was in its infancy.

Northwest District Association News

President—John F. Bovard, University of Oregon.
First Vice-President—Eva Jurgensohn, Seattle, Washington.
Second Vice-President—E. L. Hunter, Seattle, Washington
Secretary-Treasurer—Evelyn Hasenmayer, Reed College

The Northwest District Association will have its annual meeting in Portland, Oregon, February 21 and 22, 1936. "Service to the Community" will be the convention theme. Dr. Clair V. Langton of Oregon State Agricultural College has been selected to act as general committee chairman and will be assisted by Paul Washke, University of Oregon, as program chairman; Florence Alden, University of Oregon, as arrangements chairman; Evelyn Hasenmayer, Reed College, finance and publicity; Robert Krohn, Portland Public Schools, visitations; Natalie Reichart, Oregon State College, exhibits; and Mrs. Jean Mathiesen, Portland Public Schools, social arrangements.

Mid-West District Association News

President—Helen N. Smith, University of Cincinnati.
Vice-President—J. H. McCulloch, Ypsilanti, Michigan.
Secretary-Treasurer—W. K. Streit, Cincinnati, Ohio.

INDIANA

A. L. Strum

There are signs that Indiana is becoming conscious that basketball is part of the physical education program. The tournament scheme in basketball has been changed. It is doubtful if the plan this year providing for only four teams in the finals will prove satisfactory, but it represents a change in the right direction. The wild hectic scramble of former years when over 15,000 spectators gathered at Indianapolis to watch the winner engage in three gruelling battles in less than thirty-six hours will probably never come back.

In addition to these changes an important regulation has been made regarding extra period games in all tourneys:

1. No more than two three-minute extra periods may be played in any game.

2. In case of a tie score at the end of the second extra period, each player actually participating in the game at the end of this period shall be given one free throw at his own basket, the team making the most points being declared the winner of the game. The order of throwing by the teams shall be determined by lot by the referee and captains, and each captain shall determine the order of throwing by the boys on his team. The general order of throwing shall be as follows: (*a*) team drawing first—two boys, (*b*) team drawing second—two boys, (*c*) team drawing first—three boys, and (*d*) team drawing second—three boys.

3. The procedure outlined in scheme 2 shall be repeated in case of a tie until a winner is determined.

The active interest of members of the Indiana Physical Education Association in all matters pertaining to a broad program of health and physical education is helping to create an interest in constructive measures in several fields.

MICHIGAN

Mabel E. Rugen

A list of volunteer speakers on various subjects from the various state teachers colleges, Wayne University, and the University of Michigan and Michigan State College is being compiled. This is being done as part of the state activities for "organizing and promoting physical education," and in conjunction with the request made recently for such information by the JOURNAL office. As soon as all of the schools respond, the names of the speakers and their topics will be published.

The first of a series of mimeographed bulletins of material for use in schools in communities of three thousand or less population will suggest activities for the one- and two-room rural school. The bulletin will be offered to the State Department of Public Instruction. A large committee sponsored by the Michigan Physical Education Association is responsible for this project. Grace Ryan of Mt. Pleasant and L. H. Hollway of Ann Arbor are the chairmen of the two committees which compiled the materials.

Extension courses in health education are being offered to rural and elementary school teachers in a number of Michigan counties. These courses are sponsored by the Children's Fund and the W. K. Kellogg Foundation in cooperation with the Extension Division of the University and other colleges. The course offered for the Children's Fund carries credit at Wayne University, and the four state teachers colleges in addition to the University. Ten counties have been involved in these courses to date. Instruction is offered in the county where the teachers teach. Efforts are made to help solve health problems encountered in the actual teaching situation.

The *Delinquency News Letter,* published monthly by the Michigan Juvenile Delinquency Information Service, University of Michigan, carries timely and interesting material to physical educators. The September issue comments on Michigan recreation activities. The article is written by W. G. Robinson, Field Representative of the National Recreation Association. During the summer of 1935 Michigan had a more comprehensive program of playground and athletic activities than ever before. The stimulus given by the State Emergency Relief Administration was probably the cause for this gain. Many lay leaders were utilized. Grand Rapids conducted a special training course for leaders in June; Ann Arbor held a training institute during the Christmas holidays. Detroit, Grand Rapids, Lansing, Kalamazoo, Pontiac, Dearborn, Battle Creek, Hamtramck, Highland Park, Saginaw, Jackson, Bay City, Muskegon, Ann Arbor, Ferndale, Grosse Pointe, Holland, Midland, Monroe, Mt. Clemens, Port Huron, River Rouge, and Ypsilanti are among the cities which carried on splendid programs.

Another item of interest is a report on a study entitled "What of Youth Today?" conducted under the auspices of the Detroit Youth Study Committee and supervised by Dr. Rachel Stutsman of the Merrill-Palmer School. The article is written by Clyde Campbell and appears in the October issue of the *News Letter.*

A Christmas program of seventeenth century music, song, and dance, sponsored by the Dance Club of the University of Michigan, was presented at the Michigan League, Ann Arbor, on December 18. The program was under the direction of Ruth Bloomer.

WEST VIRGINIA

Harry L. Samuel

Carl T. Nessley, who for the past few years has been Supervisor of Physical Education in Wood County with headquarters at Parkersburg, has resigned his position and has accepted a position as Instructor of Physical Education at Ohio University, Athens, Ohio. West Virginia has lost an active and inspiring leader and what has been West Virginia's loss is Ohio's gain. Congratulations, Ohio! Mr. Nessley had just been elected President of the West Virginia Physical Education Association.

Charlotte Berryman, Associate Professor of Physical Education at Marshall College, Huntington, has been appointed by the Executive Council of the State Association to fill the unexpired term of Carl Nessley as President of the Association. Miss Berryman served the Association once before as its President and we are fortunate in being able to again have her as our leader.

The Division of Physical Education at West Virginia University is contemplating offering work leading to the Master's degree in physical education. If present plans meet with the approval of the Graduate Council, the Division is planning to begin offering work leading to the degree in the second semester of this year.

The Third Annual Basketball Clinic, sponsored by the Division of Physical Education and the Department of Athletics, was held

at the State University on Saturday, December 14. Over five hundred players and coaches from all over the state were in attendance. Discussions centering around various types of offense and defense with emphasis on the new rules were the order of events during the morning and afternoon. A banquet was held in the evening after which all registrants at the Clinic were guests of the University Athletic Department at the opening game of the season between Waynesburg College and West Virginia University. The Clinic was ably conducted under the supervision of Dr. Carl P. Schott and the members of his staff, augmented by some of the leading coaches of the state.

Southern District Association News

President—Dr. Harry Scott, Rice Institute, Houston, Texas.
President-Elect—H. T. Taylor, Louisville, Ky.
Vice-President—Fannie B. Shaw, Univ. of Florida, Gainesville.
Secretary—Romayne Berryman, Mississippi College, Columbus.
Treasurer—Bennie Strickland, Austin, Texas.

ALDACE FITZWATER

ALABAMA

Snead Junior College at Boaz has 100 per cent participation in its girls' physical education program this year.

Alabama College, Montevallo, has just published another issue of *Gym Jots,* the Physical Education Alumnae News Bulletin, which is sent to all physical education alumnae.

Alabama Polytechnical Institute at Auburn had an intramural tournament in shuffleboard this fall.

York reports a new and extensive intramural program for boys being carried on in the high school. The girls in that same school have just completed a large handball tournament.

More schools are reporting increasing interest in tournaments of various kinds. Phillips High School, Birmingham, has started a ping-pong tournament with 186 girls participating.

GEORGIA

"Barn yard golf" to the fore! There is still use for Dobbin's shoes! Three hundred students of the Girls High School, Atlanta, have participated in class and homeroom tournaments this year. Even the faculty members "stoop to conquer."

Commercial High School students of Atlanta, under the direction of Eylau Anderson, recently staged an attractive dance skit, "Silly Symphonies," for the annual carnival. Masks made by the art department added to the effectiveness of the costumes.

Mrs. Elise Young Edwards of Hoke Smith Junior High School, Atlanta, has developed an interesting project for membership in the Girls' Athletic Association. Out of a possible sale of 700 membership tickets at 10c each, 600 have been sold. The tickets enable the holders to attend or participate in all team games or individual contests as well as to attend the activities of the boys' program. The proceeds of the membership fee are being used to buy equipment for the girls' physical education classes.

An interesting round-robin schedule of intra-group touch football has been conducted by James Wrinkle, teaching fellow in the Physical Education Department at the South Georgia Teachers College in Statesboro.

LOUISIANA

The new officers of the Louisiana Health and Physical Education Association for the coming year are: President, Thelma A. Kyser, State Normal College, Natchitoches; Vice-President, R. L. Brown, Southwestern Louisiana Institute, Lafayette; Second Vice-President, Mrs. Hubert Bourgeois, Southwestern Louisiana Institute, Lafayette; Secretary-Treasurer, Frank J. Beier, Orleans Parish Schools, New Orleans.

The newly elected executive committee is as follows: Jess W. Hair, Supervisor of Health and Physical Education in Louisiana, Department of Education, Baton Rouge; Dr. C. C. Stroud, Louisiana State Normal College, Natchitoches; Lynn Sherill, Division of Extension, Louisiana State University, Baton Rouge; Christine Moon, Louisiana Polytechnic Institute, Ruston; J. Higginbotham, Louisiana State University, Baton Rouge.

The State Department of Education has issued a new *Manual of Health and Physical Education.*

MISSISSIPPI

Examinations for basketball ratings were given at Mississippi State College for Women, November 23. Elsa Schneider of Alabama College, Montevallo, and Ruth White and Romayne Berryman, Mississippi State College for Women, National Basketball Judges, gave joint examinations for some Alabama College and Mississippi State College women students.

NORTH CAROLINA

The Physical Education Section of the North Central District Teachers' Convention met in the Durham High School gymnasium on Saturday morning, November 9. The following officers were elected for next year: Chairman, Frances Rudisill, Central Junior High School, Durham; Secretary, Mrs. W. S. Person, Gold Sand High School, Louisburg.

A conference of Girls' Athletic Associations of the State of North Carolina, was held at the Woman's College in Greensboro on Saturday, November 16. The main speaker was John R. Tunis, noted sports writer, who spoke to the group on the "Amateur Spirit of Sports." Mr. Tunis also spoke to a chapel meeting of the Woman's College and his talk was enthusiastically received.

VIRGINIA

The girls at State Teachers College, Fredericksburg, are enjoying horseback riding this year. The students at the college have just put on a very successful posture drive.

Grace Chevreaux, head of physical education at Hollins College, reports that each girl in the college is expected to have experience in a rhythmic activity, one or more individual activities, a team sport, and is required to learn to swim or better her performance in swimming.

Major Eliot R. Graves, State Supervisor of Physical Education, was a guest speaker at the October meeting of the physical education major students of William and Mary College. Individual gymnastics and massage class at William and Mary is conducting a foot clinic for the student body. The project is in charge of Caroline Sinclair, member of the physical education staff.

The sixth annual tournament of the Virginia Field Hockey Association was held at the College of William and Mary on November 8 and 9.

Mrs. Jeb Kelley is a new teacher of physical education at Virginia Intermont College, Bristol. At Virginia Intermont, fieldball and hockey are additions to the intramural activities this year.

TEXAS

The program of the Texas State Health and Physical Education Association, held at San Antonio, Texas, November 29, 1935, was as follows: State Curriculum Committee report and discussion; General Discussion—Dr. H. A. Scott, Professor of Physical Education, Rice Institute, Leader; "Why Accept Physical Education on the Same Basis as Other Subjects?" Ruth Cross, West Texas State Teachers College; "Can Athletic Coaching and Physical Education be Successfully Combined in Teaching?" Bennie Strickland, Public Schools, Austin, Texas; "Should the Physical Education Teacher Teach Health Education?" Helen Byington, Supervisor, Health and Physical Education for Girls, Houston, Texas. Then followed the address, "Selecting a Teacher of Health and Physical Education," Dr. E. E. Oberholtzer, Superintendent of Schools, Houston, Texas, with a business meeting and committee reports. At the luncheon banquet the address: "The Next Ten Years" was given by Dr. C. H. McCloy, Professor of Physical Education, University of Iowa.

Section Meetings were as follows: general theme—"Coordinating the Program of Health, Physical Education, and Athletics." High School Women's Section, Leader, Frances Alexander, Woodrow Wilson High School, Dallas, Texas; High School Men's Section, Leader, Claude Kellam, Director Physical Education, San Antonio, Texas; College Section, Leader, Dr. D. K. Brace, Professor of Physical Education, University of Texas.

It May Interest You to Know---

A NEW physical education building is under construction at the University of Oregon, and the Women's Gymnasium at the University of Minnesota is receiving a large annex, which will contain a swimming pool, dressing rooms and offices, and a field house for sports.

* * *

INTERESTING meetings have recently been held by a number of local groups in the field of physical education. Professor C. D. Giauque of George Williams College spoke to the Indiana Y.M.C.A. Physical Directors' Society in Anderson, October 26. The Physical Education Section of the New York Society for the Experimental Study of Education had a stimulating discussion and demonstration of the "Group-Study Technic," led by E. R. Maguire and Mrs. Sally Lyons, in November. A panel discussion on "Prevention of Football Injuries in High School" was the feature of a recent meeting of the New Haven County Physical Education Association.

The second annual Physical Education Institute of George Williams College, held at the College early in December, had the theme, "Re-Thinking Physical Education," with emphasis on health and physical fitness as objectives, and on their development and measurement.

A Golden Jubilee Banquet on December 7 celebrated the fiftieth anniversary of the Physical Education Department of the Dayton, Ohio, Y.M.C.A. Among the physical education leaders who have been associated with this department we find the names of George Wittich, William E. Day, Harvey Allen, Louis Keller, Ernest Schroeder, and many others. H. T. Friermood is the present director of the department.

* * *

AIR HYGIENE FOUNDATION OF AMERICA, INC., is a new organization in the health field, which is conducting research into the hygienic, technologic and economic aspects of air contamination.

* * *

A NATION-WIDE survey of films of educational value is being made by the American Council on Education and the U.S. Office of Education. Any person or organization that has produced, now owns, or has the exclusive distribution rights to any film that should be included in the list they are compiling, is requested to write the American Council on Education, 744 Jackson Place, Washington, D.C.

* * *

W. K. STREIT, Director of Physical Education in the Cincinnati Schools, is also President of Cincinnati's well known men's choral society, the Orpheus Club.

* * *

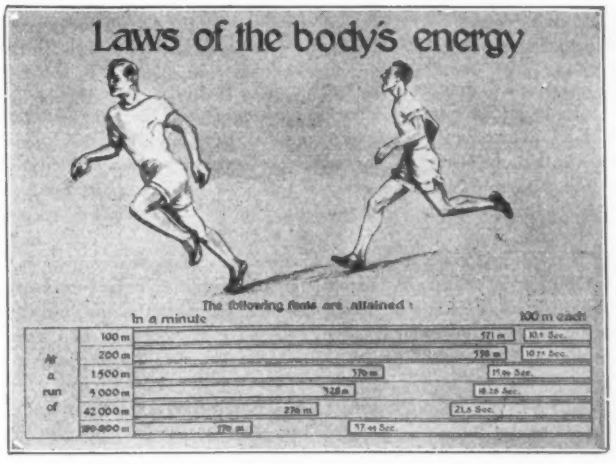
IT HAS just been announced that Dr. J. H. Nichols of Oberlin College has been elected to succeed Dr. John Sundwall of the University of Michigan, as national President of Sigma Delta Psi, the national athletic honorary society.

* * *

DR. A. P. WAY, for the past twenty years Assistant Director of Health Education in New York City schools, has recently been appointed principal of Public School 103.

* * *

WITH the Olympic Games as an added attraction to European travel this year, a large number of our readers will be planning trips, and several physical education leaders are organizing tours of special interest to members of our Association. Dr. Williams of Teachers College will lead a study group in a visit to several European countries, as well as the Games, for which credit may be obtained at Teachers College. Another graduate credit group from the University of Michigan will be led by Professor E. D. Mitchell, and will include visits to eight countries.



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Strong Hinman will conduct a general interest group in visits to European physical education schools and systems and to the Games. For those primarily interested in the dance, Virginia Stewart will conduct a tour which is to include a period of study at the Mary Wigman Central Institute. Dr. J. B. Nash of New York University is taking a group of graduate students abroad for the second semester, and will also have a summer tour ending at the Games. Mr. and Mrs. Kripner of Chicago Normal College are scheduling their usual summer tours for physical educators.

* * *

AN INTERESTING leaflet which reaches this office each month is the *News Letter* of the Home Safety Committee of the National Safety Council. It includes statistics on accidents in the home, practical suggestions on their prevention, and other material which would be of value in safety education programs.

* * *

THE *Boys' Club News Bulletin* is the official publication of the Boys' Clubs of America, Inc. and gives news of the activities of that organization, which is doing such fine work with boys in this country.

* * *

IN *School Activities* for November, we find on the editorial page the following pertinent comment: "'For the first time in its seventy years of existence ——— University this year will permit dancing.' So runs a current newspaper account. Is it reasonable to suppose that during these seventy years the young folks of this particular college did not dance? Hardly. We state again that it is not a question of whether the young people of today will or will not dance. They will dance. It is a question of whether they will dance under good auspices and in wholesome surroundings or at roadhouses, taverns, or at other equally disreputable places. Is the school interested? Should the school be interested?"

* * *

THE New Jersey Physical Education Society gives an Honor Award, similar to that given by the National Association, for loyal and faithful service in the cause of physical education in New Jersey. At the annual meeting of the Society on December 6, this Award was presented to Margaret C. Brown, Eliza J. Foulke, Ernest Seibert, Harry J. Sargent, Herman C. Beck, Horace Butterworth, and Oscar Seikel.

EXCERPTS from a letter recently received from Harold Brown, one of our JOURNAL readers in China, will indicate how the interest of the people of that nation in athletics is growing.

"Last month I went down to Shanghai to see the big National Athletic meet. It lasted ten days and was a great affair. Hundreds of thousands of spectators attended the meet and as many as seventy thousand saw the final soccer game. It looked and sounded like home football crowds. They built a huge, beautiful new stadium for the meet plus a most attractive swimming pool and seating stands, the nicest I've seen in the world, as well as a basketball pavilion and all the necessary other fields for tennis, volleyball, baseball, etc.

"It certainly is encouraging to those of us who are connected with physical education work to see the tremendous strides that are being made along this line. Especially is this true of the girl athletes. Of course, their records and times, etc., are not very good, but that is not the question, they are beginning to take hold of physical education and see the benefits that can be derived from it and its place in their national life. High standards of achievement will come in time and not over night.

"Over three thousand athletes took part in this meet, boys and girls representing thirty some odd districts and provinces and over seas Chinese groups, such as Manila, Malaya, Mongolia, and other far distant places. And this is only the sixth athletic meet of its kind run on a national basis.

"We have great hopes for China in the future, not overnight, but maybe when I am an old man I can look back to these days and say with pride that those days were just the beginning and look how far we have come. That's what I like about working out here in China. Things are on the "up." They have everything to gain and nothing to lose, and I enjoy being in the big parade of advancement where improvement is made yearly. It is slow and discouraging at times but looking at it from a broader prospective in regard to time, one cannot help but feel that great progress is being made. When one just stops to think that a few years ago girls in this country were still binding their feet and had to hobble around for the rest of their lives in seclusion and half slavery to their circumstances, it is all the more amazing today to see hundreds and thousands of them everywhere taking part in athletics. The witnessing of these hundreds of girls taking part in this big meet, being picked as the nation's best from its far corners was

In Memoriam

WE announce with regret the death on December 21 of Dr. William Burdick, State Director of Physical Education in Maryland, and President of the American Physical Education Association from 1917 to 1919. Dr. Burdick had been ill for several months. An appreciation of Dr. Burdick's life and services to the profession is being prepared for the February JOURNAL.

Dr. Linwood Taft

DR. LINWOOD TAFT, educator and authority on pageantry, died at Savannah, Georgia, on December 12. Dr. Taft was well known to the profession through his writings on pageantry. He taught at William and Mary College and at Drexel Institute and was the author of numerous books and pageants.

Carlos B. Ellis

CARLOS B. ELLIS, Principal of the High School of Commerce, who died in Springfield on March 29, 1935, was a sincere believer in the value of health and physical education. He not only believed in health but he practiced it personally and his interest was reflected in the program of his school. He was one of the first principals in the country to work out a plan of overlapping periods, thus increasing the enrollment capacity of his school for physical education 100 per cent.

The young people of Springfield and the profession have lost a very valuable friend and adviser. Although Mr. Ellis is gone, his influence in the school and the community will go on for many years.—*Submitted by Franklin J. Gray.*

J. E. Schmidlin

JOHN E. SCHMIDLIN has been called to his last reward. He served the cause of physical education in the field of the Turn Verein, the public schools, and in public recreation for many years. He was an organizer, leader, and teacher, loved, admired, and respected by his friends and associates.

We are confident that his spirit will for many years motivate the physical education program of the city of Elizabeth, N.J., in particular and the state of New Jersey in general.

The members of the American Physical Education Association mourn his loss and offer to his family our deepest sympathy in their great sorrow.—*Submitted by F. W. Maroney.*

truly inspiring. There they were—veteran-like in track and field, playing basketball like a skilled group of American girls and outshining our homeside girls in the art of pushing a volleyball over the net. The girl swimmers have made tremendous advances and in fact have far outshown the men in this respect as to their improvement, form and competitive times. However, with the swimming it is just a few who hold all the honors; as only a relatively few picked and fortunate ones have access to pools or beaches. Chinese swimmers of any merit today all come from Hongkong and Canton where they have sea swimming facilities. I came away from the meet greatly impressed by what is being done. And this all has the backing and the financial support of the Chinese government."

* * *

ARTICLES of interest to our readers in current issues of general and educational magazines include the following:

American School Board Journal, December—"The Organization of a Co-ordinated Program in Physical and Health Education." W. P. Uhler, Jr.

Childhood Education, December—"Young Children's Responses to Music." E. R. Mason.

Education Digest, December—"Character Education," W. C. Trow.

Elementary School Journal, December—"Regulations Pertaining to Health, Hygiene, and Safety in City School Systems," C. R. Shanner.

Journal of Physical Education and School Hygiene, November—"Medical Problems of Physical Education," Dr. E. Hoffa.

Journal of the National Education Association, December—"Education for Leisure," O. T. Mallery.

Junior-Senior High School Clearing House, December—"Character Education in the Schools," E. H. Fishback.

National Parent Teacher, December—"The School Doctor States his Case," H. H. Mitchell.

Occupations, December—"Hobby Guidance for Children with Handicapped Hearts," L. F. Bishop.

Physical Education, Health, and Recreation Digest, November—"Health Education Contributes to the Art of Living," D. F. Smiley.

Physiotherapy Review, November-December—"Music and Rhythm in Muscle Re-Education," E. C. Scofield.

Recreation, December—"The Spirit of Joy in Athletics," Glenn Clark.

School Activities, December—"Why the Eighteen-Year Age Rule in Texas," R. Bedichek.

School Executive, December—"A Balanced Basis for Letter Awards," L. A. Juden.

School Management, December—"Let 'Specialists' Be Sympathetic."

Sewanee Review, December—"College Ideals of Sportsmanship," H. S. Pritchett.

Sportswoman, November—"Forward Play," J. Dickinson.

Teachers College Record, December—"The Educational Function of Specialists," Jesse F. Williams.

W. K. STREIT and his staff are extending the facilities and opportunities of their department from the children to the teachers of the Cincinnati public schools. Weekly classes in gymnastics, folk dancing, games, and swimming are held for men and women, and are filling a long-felt need.

* * *

AS AN outcome of his interest in reading the recent JOURNAL editorial commenting on the Honorary Degree of Doctor of Pedagogy awarded to Dr. Clark Hetherington by the University of Southern California, Dr. J. H. Nichols has informed us that the Honorary Degree of Master of Arts was conferred in 1923 upon Mr. A. A. Stagg of the University of Chicago by Oberlin College for outstanding contributions in the field of athletics and physical education. This welcome information will augment our knowledge concerning awards for meritorious service to members of our profession.

Women's Athletic Section News

Official Basketball Guide for Women and Girls. Women's Rules and Editorial Committee of the Women's Athletic Section, A. P. E. A. New York: American Sports Publishing Company, 1935. 25c.

The 1935-36 *Basketball Guide* sees a number of nagging little questions settled, questions that have been grounds for argument for some few years. A classic example is that of the fumbled ball which bounces more than once. No longer is this a "double bounce." This year's edition finds that and a few other issues ironed out with, we hope, smoother and more efficient play made possible.

This year, there will be found in the *Guide,* a set of "Experimental Rules." These are rules drawn up by the Basketball Committee, with the idea of providing a little faster game for the highly experienced players. This was done in response to demand for this sort of revision, and it is hoped that the experiment will begin to fulfill that need.

Here in the *Basketball Guide,* too, you will find summaries of the functioning of the National Section on Women's Athletics, the Women's Rules and Editorial Committee, the Women's Division of the N.A.A.F., and the Officials Rating Committee. A selected bibliography on women's basketball has been included this year for the first time, endorsing a number of articles and books covering all phases of the game.

We are very proud of the article section this year. A couple of last year's articles have been retained in answer to definite demand for them, and, in addition, several new ones have been

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added. All of the articles are interesting, well worth reading and using, and will be an invaluable addition to your professional library.

Marie Simes
CHAIRMAN OF NATIONAL BASKETBALL COMMITTEE

* * *

Official Water Sports Guide. Women's Rules and Editorial Committee of the Women's Athletic Section, A.P.E.A. New York: American Sports Publishing Company, 1935. 25 cents.

The 1935-36 edition of the handbook, *Water Sports for Women and Girls,* compiled by the Water Sports Committee of the American Physical Education Association, is off the press. Welcome features include revisions in the official swimming rules and in the intercollegiate telegraphic regulations. Tabulations of the results of the 1935 intercollegiate meet list the winners and placing contestants, and their times.

Articles, written by leaders in the American Red Cross, camping, and college fields, treat in good detail such subjects as boating, canoeing, intramurals, health swimming, judging form swimming, water pageantry, and modified water polo.

Of considerable value are the several bibliographies: an annotated listing of motion pictures on swimming, diving, and life saving, a detailed bibliography for canoeing counsellors, the books on swimming published since 1925, a listing of the contents of previous guides, and a classified reference on subjects such as pool sanitation, diving and swimming charts, water stunts and games.

This handbook will be indispensable to the aquatic sports libraries of swimming team members, student managers of swimming, and instructors and coaches.

Ann Avery Smith, Chairman,
COMMITTEE ON WATER SPORTS

Race and Runners

(*Continued from Page 7*)

not one of them even could be considered a pure Negro according to Herskovits' recent definition.

Extending his view, the anthropologist fails to find racial homogeneity even among the white sprinters. We find blond Nordic and swarthy Mediterranean types and various mixtures. In fact if all our Negro and white champions were lined up indiscriminately for inspection, no one except those conditioned to American attitudes would suspect that race had anything whatever to do with the athletes' ability.

Our situation thus appears hopelessly complicated. Variability is so great in the pertinent characters of both sprinters and Negroes as special groups, that to ferret out and evaluate what the two have in common will be difficult if not impossible.

Test Characters

Another approach to the determination of the influence of race in the making of our Negro sprint champions is the comparison of selected Negroid characteristics which conceivably may affect running capacity, with the conditions found in our Negro stars.

The Negro is long of limb, that is, he has long legs and arms relative to the length of his trunk as compared with the white. In addition, the leg of the Negro is said to be long in proportion to his thigh. Possibly this might be of significance in broad jumping, as leaping animals such as the kangaroo have extremely long shins and very short thighs. The belly of the calf muscle of the Negro is short and the tendon long, whereas in the white, the belly, which produces the prominence of the calf, is long and the tendon short. The size of the pelvis, which is small in the Negro, would also appear of little importance to the runner or jumper.

In one study it was found that the nerve fibers of the Negro are larger in cross section than those of the white. As with electric conductors, the larger the nerve the easier and quicker the passage of the impulse, so this finding would imply better muscular coordination in the Negro.

It would be desirable, of course, to have for comparison the dimensions of all our stellar athletes, Negro and white, but as such data are not available it will be of value to compare the results of an examination of one of the Negro stars with recognized standards. Accordingly, the following data on Jesse Owens are presented and discussed.

Physique of Jesse Owens

Jesse Owens is a tall, slender, well-knit youth of twenty-one years. He stands 5 feet 10 inches and scales 160 pounds. He is muscular, of erect carriage, with broad sloping shoulders, narrow hips, and long legs. The close observer would notice that the legs are better developed than the arms, but there is by no means a disharmony.

Skeletal Proportion.—Owens' dimensions will be compared with standard dimensions of whites and Negroes. The standards used are those published by Todd and Lindala based on cadavera at Western Reserve University. As the measurements compared are between subcutaneous bony points, the comparison will be satisfactorily accurate.

The average male white lower limb forms 50.9 per cent of the total height, the limb being measured from the pubic symphysis (mid-point on the front of the pelvic brim). The average male Negro limb forms 52.5 per cent of the standing height. Jesse Owens' lower limb forms 52.7 per cent of his height. Owens thus has a long lower limb relative to his height and in this characteristic he is Negroid.

Now to the proportions of the limb itself, namely, thigh, leg, and foot. As previously mentioned, when nature makes a leaping animal, she shortens the thigh, lengthens the leg, and lengthens the foot, as in the kangaroo. Todd and Lindala found no differences between Negroes and whites in the relative proportions of limb length formed by thigh, leg, and foot. Other investigators, however, have reported that the shin of the Negro is longer in proportion to his thigh than that of the white. Davenport quotes a crural index (length of the tibia expressed as percentage of the length of the femur) of 80.4 for the Japanese, of 84.0 for whites, and 86.0 for Negroes, though certain details of his data are somewhat conflicting. The crural index of Jesse Owens is 84.0. Hence this relationship may be interpreted as being near the white norm, or else supporting the contention of Todd and Lindala that there is no racial difference in this index. It is interesting to note that a member of the group having the lowest crural index, the Japanese, from 1931 until last May held the world's record for the broad

jump and still holds the record for the hop, step, and jump. So whatever the significance of the crural index for saltatorial ability in the animal kingdom, it is of no importance to man.

Foot length is proportionate to limb length in both Negroes and whites, the length of the foot being 26 per cent of the length of the limb in both races. Owens' foot, however, is but 24.9 per cent as long as his entire leg. He thus has a short foot, a fact apparent to even the casual observer.

Foot breadth is proportionate to foot length and Owens' foot is on the broad side of the normal in this respect, the breadth being 36.25 per cent of the length. In Todd and Lindala's male whites the ratio was 36.1 and in the male Negroes 35.5.

The proper interpretation of the proportions of the foot itself involves an understanding of certain mechanics of the foot. In walking there is heel and toe contact with the ground. In sprinting the movement is simpler, only the ball of the foot striking the ground. For the present, assuming the foot to be a rigid bar, in sprinting it functions as a lever of the second class, in which the heads of the metatarsals (ball of the foot) are the *fulcrum*, the *force* is the upward pull of the triceps surae (calf muscle) on the hinder end of the calcaneus (heel bone), and the *load* is the weight of the body concentrated on the tibia (shin bone).

Obviously in such an arrangement, the efficiency of the foot as a lever would be increased if the heel bone were prolonged backward. Then the saving in lifting force would give the calf muscle greater driving power, a distinct athletic advantage.

This is the concept which prompted the hypothesis that the calcaneus of the Negro sprinters was exceptionally long. The background for the assumption probably was the widely prevalent impression that the Negro has a projecting heel. Dr. Adolph Schultz has shown that the protuberance when present is a subcutaneous fat pad and not bone.

But there are other faults with the assumption. Why should not all the white champions be long heeled too? If the explanation be that their calf muscles with long bellies and short tendons are more powerful than those of Negroes, it must follow that the short belly and long tendon of the Negro calf gives less muscular power than the muscle of the white and the longer Negro calcaneus would be only compensatory.

For explanatory convenience it was assumed above that the foot as a lever behaves as a rigid bar. This is not true. The foot is arched and the arch bends elastically under pressure. In running and leaping the arch is subjected to severe strains. If on these occasions the supports of the arch are inadequate it will sag and force applied at the heel will be imperfectly transmitted to the heads of the metatarsals. Thus a powerful calf muscle to be effective in giving a runner good drive must act on a foot with a strong or well supported arch.

This emphasizes the importance oi the natural supports of the arch. These consist properly of the ligaments which hold the bones of the foot together. But these

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CONTENTS

Springboards With Apparatus: One Springboard; Two Springboards; Springboard, Buck; Springboard, Horse; Springboard, Horse, Springboard—Both Springboards facing forward—Both Springboards facing each other; Springboard, Horse, Springboard, Buck; Springboard, Long Horse; Springboard, Parallels — side — end; Springboard, Two Bucks; Wampus, Elephant.

Apparatus Without Springboards: Two Bucks; Two Horses; Buck, Horse; Low Horizontal Bar and Buck; Buck and Parallels.

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alone cannot resist the thrust of the body weight. A group of muscles which by their attachments hold the foot bones pressed against each other forms the second line of defense of the arch. Of these the most important are three muscles which arise in the leg beneath the calf muscle. One is a leash for the arch from the inside of the foot (tibialis posterior), another is a sling for the arch from the outside of the foot (peroneus longus), and the third stretches under the inner side of the foot from a pulley on the heel to the great toe (flexor hallucis longus).

It is clear then, that for the calf muscle to be effective in action, the arch of the foot must be strong; and we see that important muscular supports of the arch are not affixed to the heel bone. The proponents of the long heel theory must, therefore, also assume a strong arch for the Negro. The racial anatomy of the arch of the foot and its supports has not been thoroughly investigated but we should like to point out that much has been written about the prevalence of low arches and flat feet in the Negro.

We are now ready to return to Owens. It has been previously noted that he has a relatively short and somewhat broad foot. We cite now that his heel does not conspicuously protrude. On the X-ray picture it may be observed that there is no thick fat pad beneath the skin to produce an effect of protrusion, and that his heel bone is not as long behind the ankle bone as are several bones of approximately the same size belonging to white men. When Owens' roentgenogram was shuffled with those of several male whites of comparable age and size, a fellow anatomist could not pick out Owens' picture, emphasizing that there is nothing unusual about Owens' calcaneus.

His footprints standing and sitting and the conformation of the bones as seen on the roentgenogram reveal an excellent arch. This arch is distinctly a high one.

Our findings thus demonstrate that Owens' foot presents none of the characteristics commonly but often erroneously designated as Negroid. He has a relatively short broad foot with an excellent high arch and a well-formed non-protruding heel. To have what has been described as a typical Negroid foot, the member should be long and narrow with a low arch and projecting heel, the latter being due both to a large fat pad and a long heel bone.

The reader may ask what the average length of the calcaneus relative to the tibia is in Negroes and whites. To our knowledge no such information has been published. But we have tried to show that the calcaneus is only one element in the mechanics of the foot which is far overshadowed in importance for running by the strength of the arch. To single out the calcaneus is like emphasizing the moderate elongation of the kangaroo's heel while completely ignoring the tremendous extension of the foot in front of the shin. This type of lever arm extension can be adapted to give great drive too, and apparently works well in the marsupial.

Calf Muscles.—The layman is familiar with the small short calf prominence frequently seen in Negroes as contrasted with the large long calf prominence commonly seen in whites. Dr. George D. Williams found in the dissecting room at Washington University that the tendon of the lateral belly of the gastrocnemius or calf muscle formed 51.0 per cent of the total length of the muscle in whites, but in Negroes this tendon formed 55.3 per cent of the length of the muscle. This gives metrical form to the general observation.

Although it is difficult to measure the proportions of the muscle on the living, the gastrocnemius was measured on Owens. Great care was used and as anatomist we are sure our measurements are useful though as anthropometrist we freely admit the possibility of large error. In Jesse Owens the tendon of the lateral belly of the gastrocnemius formed only 49.2 per cent of the total length of the muscle on the right and 49.9 per cent on the left.

Owens thus has a longer calf than the average white, a feature apparent to the naked eye. In fact, the fine calf development is the most conspicuous feature of Owens' legs. The muscle bellies are long and large. His calf girth standing is 399 mm. or nearly 16 inches. In respect to calf structure then, Owens is of the Caucasoid type rather than the Negroid.

Neuromuscular Coordination.—Since the cross-section areas of nerves cannot be measured in the living, Owens was given a tapping test to determine whether in his untrained arms there was any inherent ability to move unusually rapidly. In this test a metal pencil is simply struck alternately on two metal squares about two inches apart as rapidly as the subject is able. Electrical connections make a graph from which is read the number of taps in a given time. In this test Owens was exceptionally fast with his right arm and above the average with his left. He is right handed.

There are other tests of speed of nervous reaction such as the time of the patellar tendon reflex (knee jerk) and the rapidity with which one can run in place which have been studied on athletes. These were not applied to Owens.

Summary and Conclusions

Since man has begun to measure the quality of his athletic performances with stop-watch and tape he has constantly improved. This has been due not to a betterment of human stock but to experience and better nurture.

No particular racial or national group has ever exercised a monopoly or supremacy in a particular kind of event. The popularity of different events with different groups of people has, and probably always will vary, though not necessarily in the same direction.

Negroes have been co-holders but until Owens not single holders of the world's records for the standard sprints. The split-second differences in the performances of the great Negro and white sprinters of past and present are insignificant from an anthropological standpoint. So are the differences in the achievements of the two races in the broad jump.

The physiques of champion Negro and white sprinters in general and of Jesse Owens in particular reveal nothing to indicate that Negroid physical characters are anatomically concerned with the present dominance of Negro

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athletes in national competition in the short dashes and the broad jump.

There is not a single physical characteristic which all the Negro stars in question have in common which would definitely identify them as Negroes.

Jesse Owens who has run faster and leaped farther than a human being has ever done before does not have what is considered the Negroid type of calf, foot, and heel bone.

Although the world mark for the broad jump has remained the property of Negro athletes for a surprisingly long period, it would seem that the technique of the jump is the only feature involved in the matter of supremacy, for Negro and white sprinters have demonstrated equal speed for the preliminary run.

Chuhei Nambu, the retiring world's champion broad jumper, belongs to a people with an anatomical build the opposite of the Negroid in pertinent features. The Japanese are short of stature, short of limb, long thighed, and short legged. If the view that racial anatomy was important in the Negroes' success were correct, these are just the specifications a jumper should not have. Hence we see no reason why the first man to jump twenty-seven feet should not be a white athlete or the first man to run the mile in four minutes a Negro.

N.B. A review of pertinent literature will be found in W. M. Cobb, "The Physical Constitution of the American Negro, *Journal of Negro Educ.*, III (1934), 340-88.

Character Building and Health

(*Continued from Page 9*)

toms which have grown up around games, there is little doubt at any time as to where each player stands in the estimation of the group. Each is called upon to exhibit courage, cooperation, and courtesy, and a host of other moral and social learnings. The problems of properly conditioning primitive responses under the stress and strain of personal contact activities are tremendously complicated for the physical educator. Unfortunately, the possibilities of wrong responses are equally as great as the possibilities for right ones, but what is even more difficult, is the fact that such elements of character as loyalty, courage, cooperation, and courtesy are not generalized traits which hold in all situations demanding these qualities. To one person courage means the willingness to "hit that line," to another it means the ability to speak easily and fluently before a critical audience. The elements that go to make up courage are highly specific, but physical education can do its part in providing innumerable situations demanding specific courages which contribute to the development of a concept of courage. While there is no intention here to suggest that physical education activities *create* character traits, it is contended that games and sports offer rich opportunities for the *development* of these qualities in individuals in whom they already exist. But practice rather than mere knowledge is the important thing, and codes of sportsmanship may be nothing more than easy theorizing, unless the code is put into practice in the gymnasium and on the athletic field. Again, physical education serves character

formation by setting up for attainment high ideals and attitudes regarding conduct.

In the fourth place, physical education serves character building by helping to enrich the environment with opportunities for wholesome expressive activities. Some communities are so pauperized in their recreational opportunities that children and adults have not one single agency for recreation and play. The prevalence of vices invariably is higher in these areas. It is the height of folly to theorize about ethical conduct in the schools and churches when the children have only the gutter for a baseline and a "one-way" street for a field of play. Character education involves more than knowledge of right and wrong, important as that factor is. It is dependent upon the harmonizing of the environment with the wholesome desires of young people. Physical education helps to harmonize the environment with the desires of boys and girls by providing a wide variety of activities which appeal to all ages and both sexes.

FINALLY, physical education can promote character education by providing innumerable opportunities for making choices. Without a choice there can be only one way of acting, whether that be good or bad. But choice of action is the very core of physical education activities. Thus, it becomes the task of the physical educator to be sure that the child chooses rightly, and feels as a result of that choosing that he himself made the choice.

Granted that physical education may assist in building desirable character traits, the method of teaching then becomes a matter of first importance. Precise methods of teaching game skills, like batting and throwing, are well known. Explanation, demonstration, and imitation are used in a direct way. But the methods of teaching right conduct are far less clearly understood. While one view holds that character "is caught, not taught" and should be secured indirectly by example, another view holds that direct teaching must supplement this method if any real character training is to result.

Lists of character objectives and behavior rating scales for measuring results are now available for teachers and coaches. Under competent leadership physical education can contribute to character formation by favoring the development of organic powers, by promoting objective activities, by arousing wholesome attitudes and ideals, by enriching the environment, and by providing opportunities for the making of choices, until there is built up in each individual the requisite concepts, the habit patterns, and the emotional organization which will function, not only in game situations, but in other life activities as well.

Character training through physical education requires a group of teachers who are well trained in educational theory and professional techniques. But more important than this training, it demands that these teachers themselves be possessed in large measure of these character qualities they endeavor to teach. Physical education has joined, and will continue to cooperate, with all the social agencies of the school and community in a unified character education enterprise.

January, 1936

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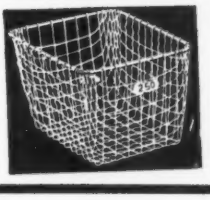

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Folk Dances in the Program

(*Continued from Page 27*)

the village green later. Her youngest daughter has as yet not joined in the village dances and this is a good time to teach her. One of the boys takes up his accordion, and four men and four girls dance a Scandinavian "Four Dance," while the mother supervises it in general to instruct her youngest daughter—to her own satisfaction and to the very apparent satisfaction of the young people.

To show a few *real* "festival gowns" the class has asked Julia Koshuba to wear the actual costume she wore in the Ukranian festival, which her mother has embroidered so beautifully, and the International Institute has also lent us an authentic Norwegian young girl's costume. To bring the home-crafts to the group a small exhibit is planned, which includes: (*a*) a piece of *harganger*, actually homespun, (*b*) a textile from Hungary representing Tyrolese figures, (*c*) beautifully decorated Easter eggs, painted by Mrs. Koshuba (the Easter Festival is a very colorful festival of the Ukranians), (*d*) some Quimper china from France.

"The Shooting Festival."—One other assembly program was executed through this intercorrelated type of student committees—a program that used still another bit of pageantry and folk lore, namely "The Shooting Festival of the Canton of Uri, Switzerland," which is an historical festival.

This project also involved boys as well as girls in its personnel, and, before completed, involved the help and correlation of the following units: the German Club, the Archery Club, the Art Club, the library group, the writing group, a yodeler, the Costume Club, Stagecraft Club, and the boys' and girls' folk dance groups. The story of the historic Swiss festival that originated in 1629, was first told in simple story form out before the stage curtain; then the incidents of the festival were reproduced in episodes that represented (in order) the yodeling in the distance as the gay procession twined its way down mountain passes, the processional, the singing of the Hunter's song beginning "Mit dem Pheil dem Bogen" in German, the dances and contests that preceded the shooting, and then finally the actual shooting. The Archery Club, dressed in Alpine costumes, participated in this climax of the event, and were rewarded for their prowess by mountain daisies from the hand of the *Fürst's* daughter.

Fully aware of the anachronisms in the choice of both time and the type of bow used—yet desirous of adding a touch of added interest—the Archery Club concluded with the famous "apple" shot of Wilhelm Tell. The archer who actually hit the apple was dubbed "the Tell" the rest of the year.

We trust these two skits have indicated to you what our method is like. If student interest is a criterion of success, then we must feel that it is fairly worth while.

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A Gymnasium Games Project

(*Continued from Page 36*)

knock it down. If she does not knock the pin down she tries again—this time she tries to knock down one of the nearer clubs, one or two. If she knocks down a club she either starts at club two and runs to the right around club two and around the square passing clubs three, four and one and back to the base, or she may start at club one, to the left around clubs four, three, and two back to the base completing the square. Whoever catches the ball in the field must hit the runner with the ball to make her out.

On her first trial if she knocks the further pin down and makes a home run she scores two points. If on her second trial she knocks the nearer pin down and completes a home run she gets one point. If she misses after two trials she is out. Change sides after three outs. Fielders may not hold the ball, run with the ball.

Five-Pin Ball

Field.—Baseball diamond with a circle in the pitcher's box and five Indian clubs standing one foot in front of home plate with two in front and three in the second row.

Players.—One team up to throw, the other team arranged at random back of the pitcher's box which contains the circle.

Ball.—A basketball.

One player from team which is waiting to throw goes into the circle and rolls or throws the ball toward the pins trying to knock down at least three of them. If three or more fall down she runs to first base and around the bases making a home run. One point for a home run. Any fielder who catches the ball throws it at runner and must hit her below the waist to make her out.

Fielders cannot run with the ball; hold the ball.

Change sides after three outs. If less than three clubs fall down at a throw the player is out.

From this projects we may conclude that directing and initiating their own activities is extremely useful to the children in that they are less over-directed and have more chance to use their initiative and mental processes.

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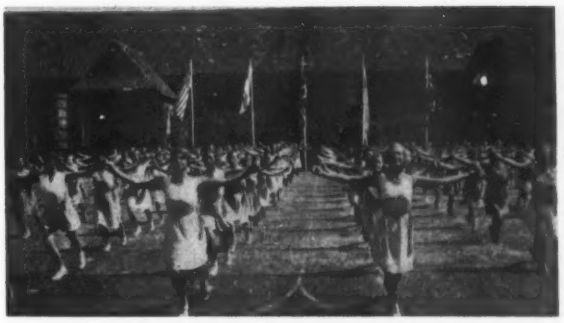

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The Posture Program

(*Continued from Page* 15)

are, of course, constantly watched and corrected, both in the performance of exercises and in standing and walking.

The students who were chosen to come into the posture classes to improve their body mechanics usually remain there until satisfactory results are shown or until the work ends at spring vacation. Pictures are taken and tests are made of different individuals from time to time, and especially at the end of each quarter, and if a student has sufficiently improved she is returned to the regular class, and another girl is brought in to replace her. All of the girls who are in the posture classes in the spring are re-examined and final silhouettographs are taken.

Grading.—Grades for the course are determined by the amount of knowledge and understanding that has been gained as shown by the written tests, the quality of the class work, and the evidence shown in the application made in improved body mechanics by means of the silhouettograph and by observation in class.

Attitude of Students.— There is no problem of discontent or unhappiness on the part of the students in the posture classes. They are taught to realize that most people need to improve their body mechanics and that they are not different from others. They learn to be observant of the body positions and movements of others as well as of themselves, and often some very interesting questions are asked and discussions take place. The attitude and spirit throughout all of the work are excellent, and the entire department cooperates to make it so.

Balanced Program of Activities.—Every girl has many opportunities throughout her high school life to participate in all of the activities offered by the Physical Education Department if she so chooses. During the time that the silhouettographs and posture tests were being made in the fall, all of the freshman classes were playing soccer and the sophomores hockey. Girls who were unable to play so strenuously usually played goalkeeper or helped in officiating. In this way all of the girls experience an active out-of-doors team game for the first month of school when the weather is good. After spring vacation, instead of corrective work, archery is taught out-of-doors. It is not presented in such a way that the students think it is a continuation of the posture class, which definitely ends in the spring. So far as possible we try to satisfy the choice of the individual as to whether she will remain for archery or go to swimming if she is a freshman, or to rhythms and baseball if she is a sophomore. As a rule, the archery classes are much larger than we would like to have them, but the interest that they have created in after-school archery has been very gratifying and worth while.

Throughout the year the students are urged to take after-school activities, and the majority of the pupils enrolled in the posture classes go out for one or more of the sports or rhythms offered each quarter. A few students who cannot take part in the sports come out faithfully to help in officiating and so enter into the spirit of the school activities.

Conclusion.—We feel that the work in body mechanics is fundamental and essential to the entire physical education program and may be well correlated with all of the other activities. Every school has its own peculiar conditions and problems, and procedures must vary to meet each situation, but the task in accomplishing a worth-while corrective program is well justified in the tremendous satisfaction obtained in seeing beneficial results for the students, and the realization of what it may mean to them in the future.

Scale for Basketball Officials

(*Continued from Page 33*)

report, the significance given each item reflected the training of the critic as either official or player or coach, for his recognized superiority in which capacity he had been selected to assist in this study. It was therefore up to the judgment of the writer finally to select the standards that were approved by the majority, rather than to try for an unanimous agreement as to interpretation.

Originally fifty standards were chosen under four classifications: (*a*) preliminary duties, (*b*) knowledge of rules, (*c*) general performance, and (*d*) personality. These standards and classifications were presented to a group of graduate students doing research work. It was here that interpretation and definitions of terms were first thoroughly tested. Words and phrases which had seemed obvious in meaning were distorted beyond belief. Finally the majority agreed on certain changes in standards, and all agreed on the deletion of "knowledge of rules" as a classification which left (*a*) preliminary duties, (*b*) general performance, and (*c*) personality, as the final classifications.

The revised standards and classifications were then presented to twenty persons. These were chosen at random and were coaches, officials, and players who were recognized as having attained success. Each one was interviewed personally and all suggestions for improvement were duly noted. The standards were then revised and refined in the light of the suggestions made.

These second revised standards were submitted to ten judges for rating. The judges were suggested by Professor C. L. Brownell. The criterion followed was exceptional experience as basketball coach, official, and player. The judges were asked to rate the standards as follows:

1. "On a basis of 100 per cent, rate each of the three classifications according to its value, the total value for all three classifications to equal 100 per cent.

2. "Rate the items under each classification. The sum total of the items under each classification should equal the value given for the classification."

The judgment of the ten jurors resulted in the formulation of the following grading scale:

excellent	90—100
good	80—89
fair	70—79
poor	0—69

The rating scale will be found at the end of this report.

Conclusion

The average ratings by the ten judges are as follows:

I. Preliminary Duties 10
The ten items under preliminary duties averaged one for each item.
II. General Performance 75
1. Strict and correct interpretation of rules..... 9
2. Impartial decisions 9
3. Correct decisions, etc. 9
4. Fouls called closely 8
5. Etc. (See rating Scale)
III. Personality 15
1. Uniform distinct, etc. 5
2. Cool, reserved, etc. 3
3. Tactful 3
4. Neat appearance 2
5. Not pugnacious 2

The attitude of the judges was that a rating scale of the nature of this one had been in demand for a long time. The difficulties met with in choosing good officials were mentioned by the majority of the judges. It therefore seems to the writer that this study is a beginning step in the right direction.

Marking in Physical Education

(*Continued from Page* 19)

them when they are not in such a state. If this principle is followed, a high degree of cleanliness will be customarily observed. Such a principle does not preclude requesting a pupil with an obviously filthy suit or person to clean up before his next class. The above formal inspection should not take over six or eight minutes of class time and roll call need not be taken on these days as absentees will have been noted when hygiene is checked.

CHART V

ASSIGNING MARKS FOR HYGIENE INSPECTION

The instructor might hold a small card in the hand as he inspects. On that card could be some such a scheme as follows. This would make for greater objectivity in marking entire classes.

Clean face	1 point	Name on both shoes.	2 points
Clean neck	1 point		
Clean shirt	2 points	Total possible	13 points
Name on shirt	1 point		
Clean hands and arms	1 point	Score of 12 to 13.....	*A*
Clean trunks	2 points	Score of 9 to 11.....	*B*
Name on trunks	1 point	Score of 6 to 8.....	*C*
Clean knees	1 point	Score of 4 to 5.....	*D*
Clean feet	1 point	Score of 3 or less.....	*E*

Evaluating Posture

Good posture is an accepted outcome of physical education. Standards for the measurements of posture are not commonly accepted. One rather generally used standard is the Bancroft Triple Posture Test. Chart VI explains how marks might be assigned to the various grades of posture disclosed by this test.

CHART VI

SCHEME FOR ASSIGNING MARKS IN TRIPLE POSTURE TEST

Pupil remains in throughout entire test.....	*A*
Pupil sent back on final exercises only.....	*B*
Pupil not sent back until marching test.....	*C*
Pupil sent back on the standing test.....	*D*
Pupil fails to take the test because of absence.....	*E*

Pupils who fail to take the test should be allowed to take the test personally under the instructor if they report within a reasonable period of time, say one week.

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The triple posture test is reasonably objective but pupils can do better in posture when they know they are being observed. It would be advisable to base one mark on posture upon an unannounced observation of the pupils as they work, play, stand, and sit. This is more difficult to measure but it is a more valid measure of functional posture. The teacher can perfect this accuracy of observation if he will study the silhouettes and descriptions contained in two inexpensive government pamphlets.[26,27]

Evaluating Character and Citizenship

One of the most vital outcomes of a well-directed program of physical education is character. Its measurement is admittedly difficult. However the desirability of social conduct must be constantly kept before the pupils. Presence of it should be noted. Absence of it should be corrected if possible. Below is a scale for improving estimation of the conduct of the pupils. It would be well to post such a chart on the bulletin board.

CHART VII

A System for Making More Objective Teachers' Estimates of the Pupils

In estimating the character and citizenship achievement of the pupils the following methods are suggested.

Select two of the most reliable leaders in the class. Furnish them with the standard which follows. In addition cause them to select the best pupil in the class and the poorest pupil in the class and rate these two pupils by the standard. The pupils will now be caused to step before the teacher and two leaders and be rated in accordance with: (*a*) the standard below, (*b*) the two students previously selected, and (*c*) a pupil-to-pupil rating as they stand in line, five at a time. The standard or criterion for judgment follows:

An *A* pupil in physical education—
1. Shows initiative in doing things beneficial to the class.
2. Is a natural leader among the boys and interested in the program.
3. Rarely if ever neglects duties or responsibilities.
4. Is exceptionally skillful in the games, stunts, and other exercises.
5. Is courteous, pleasant, enthusiastic.
6. Is thoroughly reliable and trustworthy.
7. Is a definite help to the class.

A *B* pupil in physical education—
1. Will follow directions faithfully, but does not see of his own accord.
2. Can be used as a squad leader, is willing to serve.
3. Only occasionally forgets duties, slow in meeting requirements at times.
4. Has better than average skills in most of the activities.
5. Is courteous and pleasant; in no way detracts from the class.

A *C* pupil in physical education—
1. Is careless in meeting requirements; must be followed up frequently.
2. Can't lead but usually will follow a leader.
3. Occasionally forgets, is slow in response, occasionally inattentive.
4. Has fair skill; doesn't know rules well.
5. Is thoughtlessly discourteous at times; takes up class time, but not purposely.

A *D* pupil in physical education—
1. Evades the activities (showers); must be watched always.
2. Doesn't conform. Frequently disobeys leaders.
3. Dislikes the work; does as little as possible.
4. Lacks skills and won't use the few that he has
5. Is selfish, discourteous, a smark aleck.
6. Is a definite detriment to the class.

An *E* pupil in physical education—
1. Lies out of or refuses to participate in the activities.
2. Is dishonest in matters of fact and property.
3. Is insubordinate; willfully disobeys.
4. Is always requiring extra time or attention.
5. Is a disturbingly harmful element in the class.
6. Shows practically no skills.
7. Leads weaker ones to commit infractions.

The marks or estimates given by the teacher or the two leaders should be secret. The final resulting citizenship mark should be available to any or all pupils. The informative value of the mark can be attained only in this way.

Few pupils will conform to any one of the above gradations of the scale. If a pupil is *predominantly* in one grade level that should be his mark. One characteristic above a level and another falling below that level would probably cancel and be the equivalent of two characteristics in the middle level.

Final Suggestions

The detail with which this system is explained may make the entire system seem impossible. Such is not the case, for the system has been utilized practically as described for several years. After all, the various elements are utilized from time to time as the program proceeds, and only a final summarization of results is needed at the close of a marking period. This summarization calls for only the simplest of arithmetical computations. The satisfactions arising from a job well done more than repay for one's efforts.

It is admitted, however, that the complete adoption of this system of marking would require a *program* of physical education, well organized, and rather complete. If the reader's local program is not sufficiently well organized as yet the principles herein involved are sound and may be adapted partially at first.

[26] *Posture Exercises*, U. S. Department of Labor, Children's Bureau, Publication No. 165, Washington: Government Printing Office, 1926.

[27] *Posture Clinics*, U. S. Department of Labor, Children's Bureau, Publication No. 164, Washington: Government Printing Office, 1926.

Artificial Respiration

(*Continued from Page 29*)

restores the patient to a degree enabling him to swallow. . . .

"He must then have absolute rest, but unless a doctor declares him to be out of danger, he must be supervised for twenty-four hours by someone capable of practicing artificial respiration if normal respiration should fail. This often happens after serious accidents especially after a person has been apparently drowned."

"The artificial respiration just described is to be started at once when a person lies unconscious or apparently dead, provided this condition is not the result of a fall, being driven over, or to accidents which may conceivably have injured internal organs. In all other cases, for example in poisoning by smoke or gas, drowning, or electrocution, hanging, loss of consciousness from cold or all forms of suffocation which induce loss of consciousness, harm can never be done by properly executed artificial respiration."

It is, therefore, my earnest hope that this method will be given critical consideration, and experimentation by all of those who are interested in the development and perfection of artificial respiration.

Marching and Pyramids

(Continued from Page 32)

Fig. XVI.—March—Two High—Wheel Out

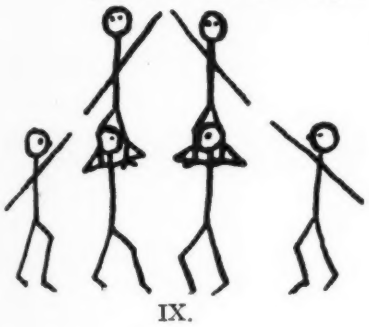
cts. 1-16 Threes execute ½ march around the circle in open cross formation (diagram L) thus going to opposite side of area, then form pyramid VIII as follows (still in position L).

VIII.

cts. 1-16 Center mounts to stand on shoulders of outside man—other man stands about 4 feet inside of cross—as in pyramid

cts. 17-32 Each set of three execute a full wheel in 16 counts with the bottom men moving in place.

cts. 33-40 Bottoms execute ½ wheel inward to cross with tops forming peak as in pyramid IX except with two sets of six at R angles to each other.



IX.

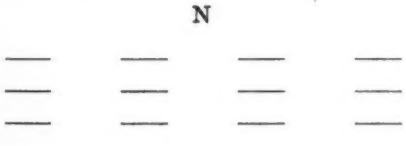
cts. 41-64 Pyramids march a full wheel in cross position

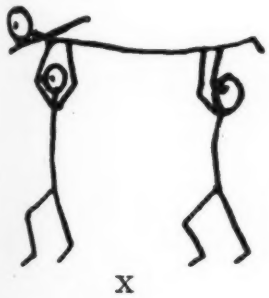
cts. 65-72 Dismount to cross at close order

Fig. XVII.—Forward—Open Order—One Horizontal on Two

Lead three advance forward toward *far end* of area then Col. R., 2nd Col. L., 3rd Col. R., 4th Col. L to position of diagram N. Form pyramid X and exit at near end.

N





X

Bottom man on front places hands under upper arms of top—other grasps ankles.

All groups advance forward closing to the center of the area until the finger-tips of the top men touch—march forward in this manner to near end and at the door the two center groups pass out first followed by outside sets.

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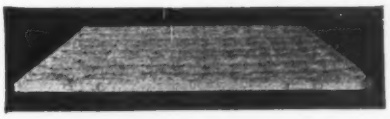

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Professional Preparation. Interpretations of Physical Education. School of Education Series, New York University. Edited by Jay B. Nash. (New York: A. S. Barnes & Company, 1935) 423 pages. $2.00.

This is the fifth volume of the series, Interpretations of Physical Education. The entire series should be in the library of every person in physical education. *Professional Preparation* summarizes all of the material presented previously, and in addition, discusses methods of preparing professional leaders. Emphasis is placed upon the various curricula designed to provide leadership for the many varied individuals and groups served. It is the editor's hope that this material, together with suggestions on methodology and administration, will be helpful in placing physical education alongside the many learned professions which are serving society.

Principles and Practices in School Health Education, 1935. (New York: American Child Health Association, 1935) 363 pages. $1.50.

The proceedings of the Health Education Conference held at Iowa City, Iowa, June 19-22, 1935, are published in book form under the above title. The main theme of the Conference was "Effective Relationships in School Health Education: Problems and Relationships in School Health Service and in School Health Education," considered separately in terms of rural and of urban communities. These proceedings constitute the completion of eight conferences on health education arranged by the American Child Health Association dating from June, 1922. Since the American Child Health Association has discontinued its services, this publication may be purchased from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

Modern Dance. Compiled by Virginia Stewart. (New York: E. Weyhe Company, 1935). 155 pages, $6.00.

A series of brief articles by such outstanding leaders of the modern dance movement as Mary Wigman, Martha Graham, and Harald Kreutzberg, on the modern dance as it appears in Germany and in America today, biographical sketches of leading dancers, and unusual photographs of these dancers in action, are gathered together in a book of great typographical beauty and real interest to all who wish to know more about this important phase of physical education.

A Controlled Experiment on Rural Hygiene in Syria. Stuart C. Dodd. (Publications of the American University of Beirut, Social Science Series, No. 7, 1934) 336 pages.

This study is an excellent contribution to rural hygiene. Numerous families in rural Syria were studied; villages were surveyed and scored. The socio-economic status was investigated in relation to its influence on the hygiene of the people. The outstanding hygienic features of the villages are summarized, and a semi-tabular comparison of the chief unhygienic features of rural life compared with upperclass urban life is presented. An interesting study of hygiene progress in the villages was made by comparison of a survey made in 1931 with a resurvey in 1933.

The Dancer's Quest. Elizabeth Selden. (Berkeley, California: University of California Press, 1935). 215 pages, $6.00.

Miss Selden in this book brings up-to-date her discussion of the theory and history of the modern dance movement, begun in her earlier volume, *Elements of the Free Dance*. The development of this important movement during the past ten years, the basic laws which are influencing its growth, and some suggestions on the possible future direction which it will take are presented in interesting form for dancers and spectators alike. The book is illustrated with photographs of leading dancers, and with chalk drawings or abstractions.

Individual Exercises. George T. Stafford, Harry B. De Cook, and Joseph L. Picard. (New York: A. S. Barnes & Co., 1935). 111 pages. $1.00.

This book is written, avoiding technical language as far as possible, with the idea of giving the reader basic information regarding exercise for individual needs. Exercises which have been proved reliable and effective, are offered for the majority of the common defects which would ordinarily limit one's physical activity. Excellent stick diagrams and descriptions are given for each exercise. Suggested exercises are given for the following conditions: blood pressure, constipation, digestive disorders, foot and knee disturbances, heart and kidney disturbances, hernia, poliomyelitis, malnutrition, menstrual disturbances, posture, ptosis, neurasthenia, and scoliosis.

The Human Foot: Its Evolution, Physiology and Functional Disorders. Dudley J. Morton. (New York: Columbia University Press, 1935). 244 pages. $3.00.

The chief purpose of the studies included in this publication is to identify and to analyze the primary factors of functional disorders of the foot. The reader will better appreciate these functional disorders by having a thorough knowledge of the evolution and physiology of this anatomical part. Professor Morton has explained clearly, adequately, and in a scholarly manner the evolution, physiology, and functional disorders of the human foot. Dr. Morton's investigations have led him to conclusions which directly oppose the two outstanding concepts of foot trouble: namely, its origin being primarily due to weakness of the muscles and to the existence of an anterior transverse metatarsal arch.

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